ONE YEAR - FIVE YEAR

PLAN FOR PERSONAL AND PROFESSIONAL GROWTH AND DEVELOPMENT

Sample Planning Form

Description of Activity	Level or Type of Involvement	Priority	Schedule	Comments

Reading Notes

Preface

The purpose of the text is to provide practical suggestions to managers on how they might improve their on-the-job performance. In vocational education, the manager may be the classroom teacher, vocational director or other vocational personnel.

Comment: The author's suggestions apply very well to all levels of management in vocational education.

Chapter 1: Managerial Leadership: Fulcrum for Profitability

Introduction: The manager-leader in vocational education is interested in the return-on-individuals (ROI). His task is to raise the competence and motivation levels of those he works with.

Vocational Education Management - role and function: Vocational education management must attain its intended educational objectives by working effectively with and through the human and material resources of the school system. It is significant that leadership is only one of ten functions associated with management. Not all persons in vocational education management are required to perform equally all functions, but those of planning, evaluating, and leading ought not be slighted by any vocational educator.

Vocational Education Managers and Administrators: A great majority of all vocational educators not directly involved in classroom teaching are referred to as administrators. Using the author's definition of an administrator, there are very few administrators in vocational education; local, state and national levels included. Administrators (executives) have total program points of view, formulate long range goals and policies, and control or make essential decisions. The preponderance of vocational education personnel are in the management category. Vocational education managers interpret and implement the plans, policies and objectives of the vocational program with which they are working (usually a subsystem of the total program). The para-professionals, or technicians in vocational education are those concerned with the how, not the why. Administrators, vocational education managers and para-professionals have similar functions, the major differences being quantitative rather than qualitative. Administrative functions include more people and decisions of greater magnitude and complexity in comparison to the functions of vocational education managers or para-professionals.

Vocational Education Managers, Leaders and Administration: In every position in vocational education the temptation is present to use human resources (i.e., influence and human relations) in dealing with one's peers and superiors and to use organizational resources (i.e., salary, advancement and work assignment) in dealing with one's subordinates. The use of human resources is an essential quality of leadership, and contributes to the more effective use of organizational resources. Problems in vocational education can result from; 1) a leader (i.e., one who has influence over the actions of others) with objectives other than those of the program, 2) the extensive use of school resources as a means of gaining compliance and 3) situations in which no leadership is being provided, i.e., everyone is doing only what is required and blaming others for the lack of results.

Some sense and nonsense about leadership in vocational education: "Leadership can be described as a process of influence on a group in a particular situation, at a given point in time and in a specific set of circumstances that stimulates people to strive willingly to attain organizational objectives giving them the experience of helping attain the common objectives and satisfaction with the type of leadership provided." p.9. Each individual has a unique combination of strengths and weaknesses. Leadership is the effective application of one's strengths to the solution of the complex situations of life; each situation being uniquely different from all others. In vocational education, as in all situations, influencing the actions of others, no matter how slight, is an act of leadership. By encouraging each individual to contribute to the leadership requirements of a given situation, in proportion to their strengths related to the situation, better solutions will result. This does not mean that the person responsible for making decisions relinquishes that responsibility. Good management practice indicates that the leader ought to develop ways of involving the resources of the group in formulating decisions. Leadership is not the "burden" of the few, but the responsibility of the multitude!

Major dimensions of vocational education leadership: The vocational education leader must understand himself, those he works with, the situations requiring leadership and the idiosyncrasies of the system in which he works. Sensitivity to these factors is a necessary quality of effective leadership.

Chapter 2: Fifty-seven Varieties of Leader

Introduction: The science of leadership has no prescription that guarantees success. Sometimes unlikely people lead. The labels used to describe leadership styles are numerous and, for the most part, useless.

Formal vs. Nonformal Leadership: In vocational education, formal leaders are appointed by the administration. Vocational educators within the system select the informal leaders. Leadership is a quality of an individual, not of a position in an organization. When the formal and informal leaders are different persons, the possibility of conflict always exists. As long as both types of leaders are working towards the same objectives, this need not be an unhealthy situation. The formal leader, by recognizing and "formalizing" the informal leadership present in a given situation will make more effective use of the human resources of the system.

Comment: It is just as important to know when to accept "formal" leadership responsibility, as it is to know when to delegate it.

Authoritarian, Democratic and Laissez-faire Leaders: A vocational education manager who adhered to a purely democratic management style would in most situations be viewed as avoiding his decision-making responsibilities. A completely authoritarian approach is equally unacceptable. The requirements of the situation are the major determinant of the appropriate balance between the two styles. Laissez-faire leadership is nonleadership and has to be considered the last choice in any situation.

Leaders in Bureaucracies: It is easy to identify vocational educators that seem to fit each of the categories presented in this section. A word of caution: People, like situations, change. In one situation, or at one point in time, a person might appear to be a zealot while at another appear to be a statesman. If we could see ourselves as others do, we might find that our self-image is several categories removed from where others place us.

Psychoanalytical View of Managerial Leadership: The characteristics associated with each category are more helpful than the categories in understanding leadership in vocational education. Vocational education has often been charged with a lack of innovation and creativity (characteristics of receptive management) or with becoming whatever is required for reinbursement (characteristic of marketing management). Our sights ought to be set on becoming productive vocational education managers, i.e., developing a clear notion of our identity as professionals and knowing what we stand for as vocational educators.

Charismatic Leaders: Vocational education has never been plagued or blessed, depending on your preference, with this style of leadership.

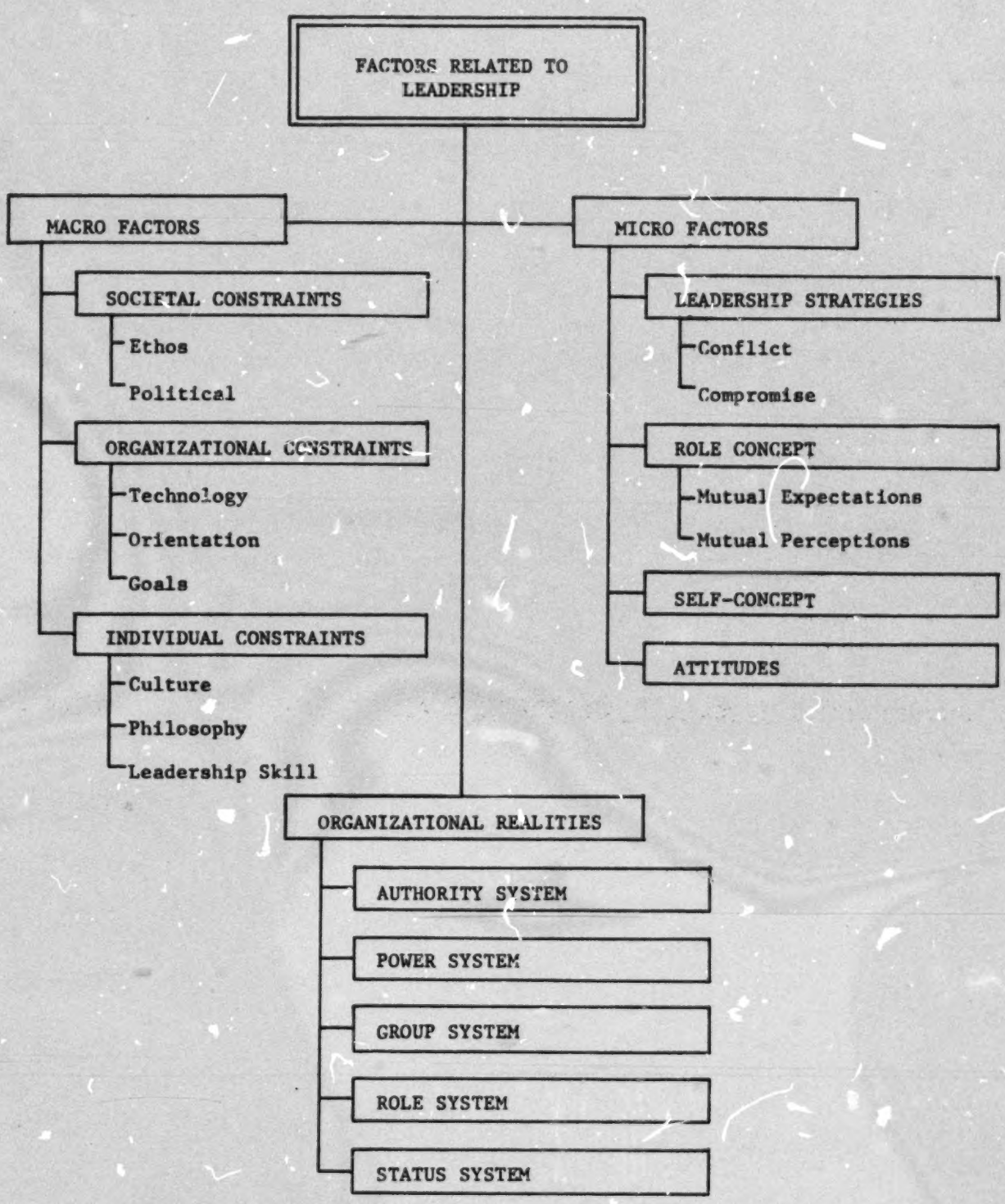
Managerial Leadership as a Pattern of Traits: Observation of an individual in action is a better measure of leadership ability than the possession of a group of traits. Certainly one must have the qualities relevant to a given situation for leadership to emerge. However, the possession of these qualities is no guarantee that leadership will follow.

Conclusions: Vocational educators should think of leadership as the interaction of the following variables:

1. The personality of the leader
2. The unique qualities of vocational education
3. The intellect, resourcefulness, sensitivity, etc. of the leader
*4. The unique features of each situation and the qualities and behavior relevant to them

* Of the four, this is the most important.

LESSON TWO


FACTORS RELATED TO LEADERSHIP
MACRO FACTORS
MICRO FACTORS
SOCIETAL CONSTRAINTS
Ethos
Political
ORGANIZATIONAL CONSTRAINTS
Technology
Orientation
Goals
INDIVIDUAL CONSTRAINTS
Culture
Philosophy
Leadership Skill
LEADERSHIP STRATEGIES
Conflict
Compromise
ROLE CONCEPT
Mutual Expectations
Mutual Perceptions
SELF-CONCEPT
ATTITUDES
ORGANIZATIONAL REALITIES
AUTHORITY SYSTEM
POWER SYSTEM
GROUP SYSTEM
ROLE SYSTEM
STATUS SYSTEM

LESSON TWO

Special Material: Obtain or develop an organization chart for the vocational education program that you are a part of, then proceed with this lesson.

Objectives: Upon completion of this lesson you should be able to...

...identify and describe five macro factors that influence your vocational education program.

...analyze your leadership qualities and describe three of the most important.

...compare the informal organizational structure of your vocational education program with the formal structure represented by its organization chart.

Overview:

In the first lesson leadership was defined as a process of influence over a group in a given situation at some point in time. The leadership model used in lesson one will be most helpful throughout the course. Additionally, the cognitive maps at the beginning of each lesson, when used with the course overview on page 6, should provide an excellent review in preparation for this lesson, and for those that follow. The major focus in this lesson will be the factors that place limits on leadership. Of primary interest will be the external (macro) factors, individual and interpersonal (micro) factors, and the organizational factors that determine, or set boundaries on the patterns of leadership that will be acceptable in a given situation.

Society, your school system and the uniqueness of the individuals you work with all affect and place limits on vocational education leadership. Society shapes vocational education and its leadership through the continuing value it places on education and work. Members of society are strongly encouraged to acquire as much of the former (education) and do as much of the latter (work) as they can. Most recent thinking on education, including career and community education, is not aimed at changing these basic values, rather it is focused on broadening and reorganizing the educational system to better achieve these values. Society is changing, but not all parts of it change at the same rate. Effective leaders are able to understand and use the often violent winds of change in steering a steady, well charted course (as represented by individual, local and state one-year and five-year plans), even if part of the voyage is in unfamiliar waters. Such a venture is much less threatening if the important elements of the journey are understood and can be made to serve rather than hinder goal-achievement activity. An understanding of the limits placed on leaders will be helpful in smoothing out some of the rough spots in such a venture.

Limits are placed on leadership by the organization in which it is being applied. The vocational education program you are a part of has goals and

priorities that determine and restrict your activities as an individual and as a professional. In all probability your program is part of a larger system of education that also has goals and priorities that place further limits, either directly or indirectly, on your activities. Such structure is necessary for the existence of society and for the effective operation of the educational system. However, effective leaders must understand the operation, strengths and weaknesses of the systems in which they work.

The most basic unit in any human system, vocational education or otherwise, is the individual. Individuals are products of differing cultures within society, are governed by their personal philosophy, and can provide leadership only to the extent permitted by their leadership skills and by the given situation. Although situations change, leadership skills can be developed so that leaders can adapt their leadership styles to the changing requirements placed on them. Part of this developmental process centers on understanding the forces of culture and personal philosophy that operate within ourselves and in others and create situations where leadership can be effectively exercised.

One of the major tasks in leadership development in vocational education is to make practitioners at all levels and in every specialty realize their potential for leadership, understand how to develop that potential and then accept their role in the leadership of vocational education. An improved self-concept among vocational educators, regarding their potential contribution to the profession, will greatly increase the support for and supply of leadership personnel. When a greater number of individuals share in the leadership responsibilities of the profession, the burden placed on any given individual should be proportionately less, while at the same time goal-attainment activities should occur with greater enthusiasium and broader support.

Leadership development in vocational education is not a problem of isolating "talented" individuals and giving them special preparation. Rather, it involves broadening the perspectives of practitioners at all levels, who are already providing leadership in their current position on a limited scale, to include participation in and providing support for the leadership of the field as a whole. Very often, the finest leadership in vocational education comes from persons out of the "lime light" who encourage, support, council and often guide the visible leadership of the field. Efforts to increase the supply of "visible" and "invisible" leaders will be, for the most part, a wasted effort without the willingness of the current leadership to share its responsibilities and accept the guidance and support of the members of the profession. At many levels of vocational education, and in a number of situations, major changes in attitudes and leadership strategies will be required.

Finally, the factor that could either be the least troublesome or the most difficult is the organizational structure of the educational system. The complexity of this system is the major determinant of leadership style. Complexity is not necessarily related to size, but to the potential for and intensity of conflict created by competition among the various systems within the organizational structure. While many leadership development programs are primarily aimed at improving a person's interpersonal skills because conflict between individuals in an organization is the major obstacle to effective leadership, a thorough understanding of the various component systems of the

organization will often identify the source of the conflict and suggest effective leadership strategies for working towards a resolution of the conflict.

Knowing the limits of leadership is equally as important as knowing what leadership is or how to be a leader. This lesson provides a detailed look at some of those limits.

Reading Assignment:

Cribbin: Chapters 4,5 and 6.

Developmental Exercises:

In short, concise statements respond to the items below.

1. Identify five macro factors that influence your vocational education program and the effect they have on leadership. Which one do you feel has the greatest influence on the leadership of your program? Explain.

2. Describe the three most important micro factors concerning your potential for leadership in vocational education. Indicate how you might strengthen or change these potentials. The thumbnail sketches on pages 79 and 80 in the text may give you some ideas on ways of responding to this question.

3. Give a brief critique of the organizational structure of your vocational program, identifying its major strengths and weaknesses (if any). Give an example of your strategy in working with this system (proposing a new course, requesting new equipment or a larger supply budget, requesting a new faculty or administrative position, etc.).

4. Review the one-year and five-year plans you developed as a part of lesson 1. Do you see any changes that need to be made in them at this point in the course?

Note: Please include the organizational chart you developed or obtained for use in this lesson with the responses to the developmental exercises you are to mail to your instructor.

Reading Notes

Chapter 4: Macro Factors

Introduction: Macro factors are those factors that concern the whole of vocational education. Ethical, political and societal factors are among the macro factors that have a significant effect in shaping the leadership in vocational education.

Vocational education leadership is culturally defined: Our culture consists of the values, principles, concepts and behavior we as a people share. A great many of these that are most important relate to our contributions to society through work and/or service. Vocational education leadership must be sensitive to the cultural biases of society. A large segment of the American population is future-oriented, receptive to rapid change and places a high value on "know-how" and competence. We expect our leaders to exhibit and promote these values. The vocational education leader must be aware of the subcultures that exist within our national boundaries. Some are racial, some are ethnic but all have values that are unique. A major focus of our culture is on the individual's contribution to society. Subcultures exist because groups of people have different views about what their contribution to society ought to be.

Vocational education leadership and ethos: Ethos is a universal, prevailing or characteristic view held by society. There are at least two in American society that must be considered by vocational educators. The first is the "protestant ethic." The protestant, or work ethic, includes the belief that a person should be hard-working, self-reliant, productive and ambitious. Often, persons with different values are viewed as misfits. The second is the "social ethic." People need to belong, conform and be accepted. A leader cannot ignore these values.

Vocational education is politically determined: Democracy is the political philosophy of our society and is a part of all our interactions with each other. It is a more difficult form of leadership, but at the same time more rewarding.

Vocational education leadership is societally determined: Society places a high value on achievement, and favors those groups that make progress in meeting the problems and challenges of society. Vocational education is a leader in preparing a large segment of our youth to achieve in society.

Vocational education leadership is philosophically determined: Our philosophy governs our dealings with our fellowman. The leadership pattern selected by a person who believes his fellowman to be good, honest and hard working will be different from that selected by a person who feels that people are evil, lazy and deceitful. Many leaders like the view of man that presents him as defined hereditarily, but able to be changed through individual effort and the utilization of the opportunities present in his surroundings. As educators, we all share some view about the changeability of man.

Vocational education leadership is technologically determined: No attempt will be made to equate the different types of vocational-technical schools with different types of industrial production processes. It suffices to say that the leadership style appropriate in a small, rural "comprehensive" high school would be much different from that in a large, metropolitan vocational-technical school or a suburban community college.

Vocational education leadership is organizationally determined: The style of leadership selected in a given situation depends on whether one is dealing vertically, horizontally or diagonally. It also makes a difference whether superiors, subordinates or peers are involved. Some organizations are maintenance oriented, prizing mediocity over innovation. Others are change oriented, preferring to take prudent risks, or results oriented, accepting no excuses for failure to achieve prescribed goals. In practice vocational education programs have features of all three, thus complicating the patterns that will be acceptable. No two programs are exactly the same. Leadership that is effective in one situation may not be in another without major adaptations.

Vocational educators are generally very adept at identifying the important elements of the organization. It is also important to understand the key people, the nonformal organization, the interpersonal interaction patterns, channels for communciation and how priorities are established for decision making. All vocational educators should know that the implementation of a plan or program is certainly more difficult than making the decision to implement.

Vocational education leadership is "skill-mix" determined: The skill needed for leadership at any level in vocational education differs. The program director may be concerned about the scheduling of classes and facilities using a new school time schedule, while the teacher is

concerned with helping students adapt to the changes. A different mix of human relations skills is required in each of these situations, even though they may relate to the same problem.

Chapter 5: Micro Factors

Introduction: "No manager is paid to lead; he is paid to accomplish organizational goals with and through his people, and leadership is but one of the instruments..." (Cribbin, 1972: 68).

Management strategies: All vocational educators are involved in some management activity and can therefore appreciate the strategies presented. Conflict, whether unlimited, partial or guerilla, should be understood, as it cannot always be avoided. Compromise, accommodation, persuasion and negotiation are preferred strategies. When these fail, conflict or the "iron fist" are the consequence. Every profession has its unethical and overly ambitious characters who do not hesitate to take advantage of their less resistant peers.

The vocational education manager-leader's concept of his role: Are you in vocational education to maintain a program, or do you seek to improve the system? Each person will see his or her role in vocational education differently.

Comment: It requires leadership just to maintain the current position of vocational education in our society. Greater amounts of leadership are necessary to change and improve the system.

Mutual perceptions and expectations:

A. How the vocational educator and his superiors see each other: The superior has a concept of what he expects from his subordinates. He may want them to be ambititious or docile, close personal associates or socially distant. It is the vocational educator's responsibility to sense what is required and to attempt to make his superiors look good. Often this means adapting to their idiosyncrasies and experimenting with different approaches.
B. How the vocational educator and his people see each other: People work to satisfy their needs, many times putting the interests of the school in second place. As vocational educators, ostensibly our goal is to increase the options open to students, while at the same time helping

to meet the manpower needs of society. Realistically, we also have personal and career goals, and must expect the same to be true of others.

C. How the vocational educator sees his lateral relationships: To be an effective vocational educator one must be able to deal not only with other vocational educators, but with suppliers, citizen advisory committees and other educators at all levels. Vocational education is larger than any given program or special area and requires leadership if it is to operate smoothly.

The vocational educator's self-concept: One of the most important factors in the continued success of vocational education will be the concept we have of ourselves as professionals. Our seccesses and failures of the past are important in shaping our self-concept. Physical, psychological, intellectual and social elements are a part of this concept. We must also contend with what we would ideally like ourselves to be. In dealing with others, a leader must understand that a persons self-concept is his most fragile element and anything that threatens it will be resisted with all available resources.

The vocational educator-leader's attitude: Attitudes are a predisposition to act, think or feel a certain way about some object, person or group. They can be positive or negative, are learned, stable, sometimes rational, sometimes intense, serve as a basis for motivation and are translated into behavior. Vocational educators must be sensitive to their presences in themselves and in others. Leadership requires that one be able to deal effectively with one's own attitudes as well as those of others.

Chapter 6: Organizational Realities

Introduction: Organization charts do not truly depict the way people perform the transactions necessary for achieving the goals of a given vocational education program. Generally an organization chart depicts a minimal degree of formal structure, without which operation would be difficult. As people enter, exit or change positions in a program, the organizational structure of the program changes.

The authority system: Vocational education, in its broadest sense, is a national pyramid of people and programs. Anything essential for the survival of vocational education must be included in the pyramid.

Authority is the right to determine objectives, make decisions, reward and punish and to obligate subordinates to carry out assigned tasks. Authority in vocational education, as in any organization, ends where voluntary assent ends. Authority is never absolute, is a feature of an office or position, not a person and is legitimate only to the extent that it conforms to societial expectations. Managers have authority, leaders have influence (see Figures 1 and 2).

The vocational education-leader's attitude towards authority: One learns to lead by following. He who cannot follow must not be allowed to lead (old adage). Vocational education leaders must develop a balance between dependence and independence in both leading and following. Authority is a fact of life. The effective leader applies it fairly in his dealings with others and expects similar treatment from his superiors.

The power system: Power is the ability to impose one's will on another whether he likes it or not, or it is the ability to resist such an imposition. Power takes many forms in vocational education, and must be well understood for leadership to be effective,

A. Types of power: 1) position power - power that results from the position, regardless of the incumbent, 2) reward and punishment power - results from control over the program goodies (schedules, assignments, $$$), 3) expert power - based on a person's superior knowledge or experience, 4) referent power - power one has as a person or by identification with some group and 5) social power - power which can be wielded by members of a group.
B. Handling the authority and power systems: Careful analysis and planning of one's activities will keep the situations requiring the use of or arousing the use of power to a minimum. Vocational educators ought to lead, not drive!

The group system: A serious weakness of vocational education is the tendency of most persons in the field to view their accomplishments as the results of their own individual efforts, rather than as the combined efforts of many persons within and without the educational system. As professionals, we have a lot to be proud of. However, we must not be so narrow that we fail to see the support given our programs by other education professionals, school personnel,

community leaders and other vocational educators at all levels and in all special areas.

A. The impact of the vocational education profession on its members: It probably doesn't have the effect that most work groups or professions have on their members, but it is still powerful for those who identify themselves as vocational educators, rather than as subject area specialist only.

B. The effects of professionals on the achievements of vocational education: The cohesiveness of the work group effects the activities of the members to a great extent. Vocational educators at the upper levels of government and education have developed the cohesiveness required to see that vocational education has a strong legislative and administrative base at the national and state levels. However, not all states have made the most of the opportunities that exist. Work now needs to center on the development of professional identification with vocational education at the local level.

C. Developing local professional cohesiveness in vocational education: The competencies of all members of the local program ought to be utilized in the planning and decision making processes. In many states it is now required that all vocational educators participate, in some way, in the development of the local plan for vocational education. A measure of leadership effectiveness is the ability of members of a group to work together towards a common group goal. The leader is the person responsible for preventing or removing obstacles that interfere with this process. The development of the local plan is an excellent exercise in leadership behavior for all persons involved.

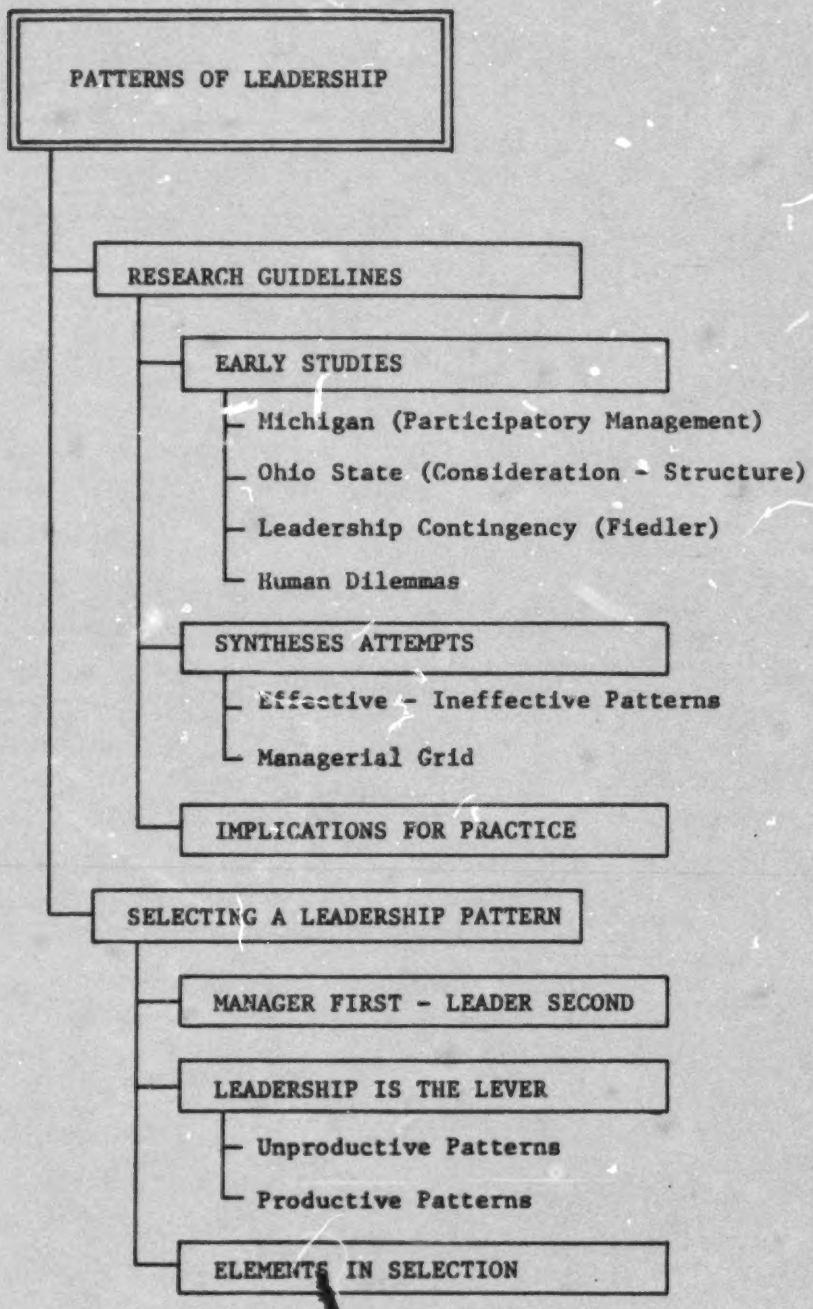
The role system: "A role defines the functions and activities to be performed and the behavior considered appropriate in a given position." (p. 99). Problems are usually the result of differing expectations about the behaviors and functions appropriate to a given position. An organization chart is one very limited solution to this problem. Some of the common role problems in education are role ambiguity, i.e., uncertainty regarding one's authority or the priorities of the system; role overload, i.e., too many bosses, a common problem for vocational educators in the comprehensive high school setting; and role conflict, i.e., concurrently attempting to satisfy two or more conflicting roles, such as personal and organizational goals which are at odds, or divergent expectations from a single source such as a principal, school board member, or department chairman. The effective

leader is one who works to determine the limits of his own role, rather than passively reacting to the expectations of others. This places him in a position to remain abreast of changes in personnel and practices within the system. When persons redefine their own role, they ought to be prepared to support it with a strong rationale based on the goals of the organization!

The status system: It exists in every organization, vocational education included. The professional ought to concentrate on doing the best possible job in his position in the system and let status take care of itself. The persons with the highest status are those that are able to produce it, share it or confer it on others.

Map vs. reality: Understanding the functioning of any system requires going beyond the formal structure presented in an organization chart. Vocational education is subject to most of the problems discussed in this section, and to a few that aren't. An awareness of the functioning of the system is essential for leadership.

LESSON THREE



LESSON THREE

Special Materials: None

Objectives: Upon completion of this lesson you should be able to:

...identify and describe three contributions that research has made to the understanding of leadership development

...relate research on leadership development to leadership in vocational education

...describe in a general way the three most important elements of your personal style that relate to leadership

...describe at least one leadership pattern that is suited to your personal style

Overview:

The first two lessons have dealt with the description of leader characteristics, organizational limitations and other factors that enter into the determination of leadership behavior. There have been many attempts to measure the contribution of these factors to productivity, motivation, job satisfaction, alienation and a host of other variables that seem to be related to leadership effectiveness. Among the results of research on leadership is the finding that effective leaders have many characteristics in common. However, ineffective leaders also have many characteristics in common with effective leaders, which indicates that the possession of the characteristics known to be common among effective leaders is no guarantee that a person will be an effective leader. None of the research that has been done in this, or any other area of leadership effectiveness has been able to establish that one pattern of leadership behavior is clearly superior to another in a given situation.

Leadership, like so many other activities in life, is a matter of common sense, supported by all the information one can get. Research has added greatly to our information in the leadership area. In this lesson we will be investigating the results of research on leadership and applying those results to the selection of a leadership pattern. Actually, it is not as clear-cut as it seems because, as has been mentioned, the research results have been inconclusive, if not outright disappointing from an experimental point of view. However, this does not diminish the value of these efforts from a paractical standpoint, and does not mean that the results of future research in this area will also be inconclusive. In fact, the very opposite may be true. Likert, Fiedler, Shartle and others started with basic, uncomplicated notions about managerial and leadership effectiveness, and have developed very sophisticated theories. A better understanding of the scope and complexity of effective leadership has evolved from these early studies, many of which started in the mid 1940's and early 1950's. The models and theories that have resulted are still in a state of transition.

One major focus of this lesson, and of the course as a whole, is the importance of the <u>situation</u> as a determinant of leadership. Different people lead in different situations. Vocational educators who have been mediocre in

the classroom or shop, sometimes approach brilliance as an officer in some professional organization, on some school committee or as an administrator. It is not unlikely that you know of persons like this, and also of persons with a reverse pattern. More generally, because of the complementary nature of classroom teaching and administration, persons that are outstanding in the classroom possess many of the characteristics that facilitate success in the leadership of professional organizations, school committees and educational administration.

An earlier lesson presented the idea that the difference between an executive, an administrator, and a manager or supervisor is not in the types of skills that each possess, but in the emphasis that must be placed on these skills and the magnitude and scope of such things as the company resources and decision-making power available to each. The relationship among faculty, administrators and executives or superintendents in education closely parallels the above relationship.

Leadership requires a broad perspective. When a salesman is brought into vocational education to teach a distributive education course, or a nurse is brought in to teach in the health occupations area, the first step in the broadening process is to require that they take a set number of professional education courses that are really designed to make them leaders in and managers of the education environment and directors of the educational process. The machine drafting teacher who aspires to become a leader of the professional organization in his speciality area must be prepared to think of drafting not only in terms of the machine drafting area, but of architectural, engineering, piping, automated, and other areas of drafting as well. There are also the various levels of drawing to contend with, i.e., junior high school, high school, post-high school and college.

Obviously vocational education leaders, inside and outside the classroom, cannot be experts in all areas, although they should know how to utilize the expertise of persons that are familiar with a given area when required. The higher a person's position is in any organization the broader his perspective of the organization must be. The most effective organizations are those having persons with broad perspectives in positions at all levels; it then has people that are prepared for a wide range of situations.

Part of the reading assigned with this lesson attempts to differentiate between a person's style of leadership and pattern of leadership. A person's style of leadership reflects his personal style which is shaped throughout life and over which he has little control. However, the context in which he operates, i.e., his leadership pattern, is to an extent controllable, and ought to be compatible with his personal style. An individual with an authoritarian personality should not adopt a participatory or democratic leadership pattern.

Reading Assignment:

Cribbin: Chapters 3 and 7.

Developmental Exercises:

In short concise statements respond to the items below.

1. Identify and describe what you consider to be the three most important contributions of research on leadership to the understanding of leadership development. Can each be related to leadership development in vocational education? Explain.

2. Identify and describe what you consider to be the most important elements of your personal style as they relate to leadership, particularly vocational education leadership.

3. Using the elements identified in item 2, describe a leadership pattern that might be appropriate for you. Could more than one pattern be appropriate? (If your answer is no, you guessed wrong. If it is yes, in a sentence or two describe why more than one would be appropriate).

4. Are there elements in your response to item 3 that have implications for your one-year and five-year plans (things that are not presently included in them, but could be)? Explain.

Reading Notes

Chapter 3: Research Guidelines

Introduction: The consumers of the products of research would like those results to be of immediate value in solving current problems. Generally, research in education and in vocational education deals with problems that are related to, but somewhat removed from actual practice. However, such research has provided many useful concepts that help us to analyze and understand the problems of practice. This also holds true for research on leadership. Such research has not significantly improved our ability to identify ideal leadership patterns, but has increased our sensitivity to the many human and situational factors involved in leadership activity.

Early studies of leadership effectiveness: The early studies were concerned with identifying the elements of effective leadership. Several well developed theories of leadership effectiveness have emerged from these works and should have an impact on future research.

A. The Michigan Studies (1946 to present) - Likert and his associates have identified five major dimensions related to effective supervision:

1. The supervisor's definition of his role in relationship to other workers.
2. The supervisor's orientation toward the work group, i.e., his degree of employee or production centeredness.
3. The closeness with which a supervisor oversees the work of employees.
4. The supervisor-work group relationship. Participatory management has been an observed feature in many high producing groups.
5. The type of supervision the supervisor receives.

Comment: Supervision within vocational education can be a difficult task, depending on how one treats the above dimensions. The fact that vocational educators are generally self-confident, occupationally competent and have a clear sense of purpose has implication for vocational education supervision.

B. The Ohio State Studies - Shartle and his associates developed two major dichotomous variables:

1. Consideration - a measure of the leader's rapport, trust and two-way communication with his or her workers.
2. Initiation of structure - the effort made by a manager to insure that the work of the group is organized, coordinated and effective in the attainment of organizational objectives.

Comment: Consideration is directed towards the needs of the individual in the work group. Structure is aimed at organizational needs. Workers generally prefer more consideration, while management places greater emphasis on the initiation of structure. Leaders in vocational education should not place a major emphasis on the initiation of structure without also showing consideration. The micro, macro and organizational factors identified in the leadership model in lesson one enter into the determination of the balance between the two.

C. The leadership contingency approach - Developed by Fiedler, the major strength of this theory is the recognition it gives to elements of leadership beyond the personal traits of the leader. Following are its three components:

1. Leader-member relations: it is most important that they have mutual respect.
2. Task structure: the degree to which the task can be objectivity defined and performed.
3. Position power: degree to which the position enables its occupant to force compliance (probably the least important of the three).

Fiedler then relates these components to the "favorableness of the situation," i.e., the degree to which the situation permits the leader to influence or control the group. It is his purpose to determine experimentally which leadership patterns are most effective in a given type of <u>situation</u>.

Comment: Fiedler's work is adaptable to the vocational educator's leadership role in the classroom, in administration and in professional organizations at the community, state and national levels.

D. The human dilemmas of leadership - Zaleznik proposes a psychoanalytic approach to leadership. He identifies three behavior categories present in all managers; maintenance, mediative and proactive. The following descriptors indicate that

different types of managers place different emphasis on each:

1. Person-oriented: prefers maintenance activities, i.e., activities in response to company needs or problems.
2. Idea or task-oriented: competitive, achievement oriented and aggressive, i.e., very pro-active.
3. Fusion-oriented: brings organizational resources to bear on problems (mediative), works energetically while still being considerate of people.

Comment: Vocational educators at all levels can observe instances of the behavior described in these four theories. They provide a structure for the analysis of the concerns that we might have regarding the leadership provided by ourselves and others. Additionally, these theories appear to be universally applicable to our roles as employees in an educational system, as professionals in the field of vocational education, and as citizens in the civic and religious activities of our communities. The experimental tests of these theories have not provided conclusive support for them. However, the analytic value of these theories is unquestioned.

Syntheses attempted: A number of diagnostic tests have been devised to serve as personal analysis guides. The eight categories developed by Reddin (deserter, missionary, autocrat, compromiser, bureaucrat, developer, benevolent and executive) are described in a manner that makes the latter four the most desirable, with a rating of "executive" being the ideal. Blake developed his managerial grid along the lines of the Michigan study. A manager is rated from one to nine on two dimensions; 1) his concern for workers and 2) his concern for production. A rating of one in concern for production and nine in concern for workers (1,9) is labeled "soft" or "country club" management. Other combinations of ratings have other names.

Implications for vocational education: Leadership in vocational education is not a scarce resource, rather, it is an under developed resource. The results of research should help vocational education make better use of the talent that is present in all members of the profession and to allocate the time, intellect and efforts of vocational educators to the most important tasks and pressing problems confronting the profession. Research findings indicate that effective leadership requires self-understanding, understanding of others and self-discipline. Further, leaders in the profession will need to be able to place their occupational specialties in the broader context of

vocational education, career education and the education profession as a whole. It is only in this context that the individual components of vocational education take on meaning and importance and only through effective leadership that they will be realized.

Chapter 7: Selecting a Managerial Leadership Pattern

Introduction: Management and leadership are distinct but closely related concepts. Effective managers always build strong organizations while effective leaders may not. The recent concern in vocational education is to develop personnel with both qualities.

Manager first - leader second: In theory the two should be combined; in practice they are often separated. Both are needed, but effective management adds the greatest value to an organization. Managers make resource allocations, motivate people, achieve results, set an example, have expertise, promote change, serve as link pins in the organization, have influence with superiors and build a climate conducive to achievement.

Comment: A manager that can do all of these things well is very likely to be "mistaken" for an effective leader, even by the experts!

Management and leadership development programs are worthless without changes in the upper levels of management that will permit the practice of newly acquired skills. The same is true in vocational education. Changes in programs require changes in administrative attitudes to be effectively implemented. There is nothing more frustrating to a teacher or administrator than being exposed to better ways of achieving their goals, but being blocked from using them by the inertia of the system, or their superiors, or their subordinates.

Leadership is the lever: Although one's managerial style is largely determined by one's personal style, an individual has the freedom to determine, if he desires, the shape of his managerial-leadership pattern. To do so effectively, one must be able to match his own strengths and weaknesses to those of the pattern he chooses. Domineering, pseudo-democratic, accommodative, paternalistic and bureaucratic patterns should be avoided due to their unproductiveness. Directive, collaborative

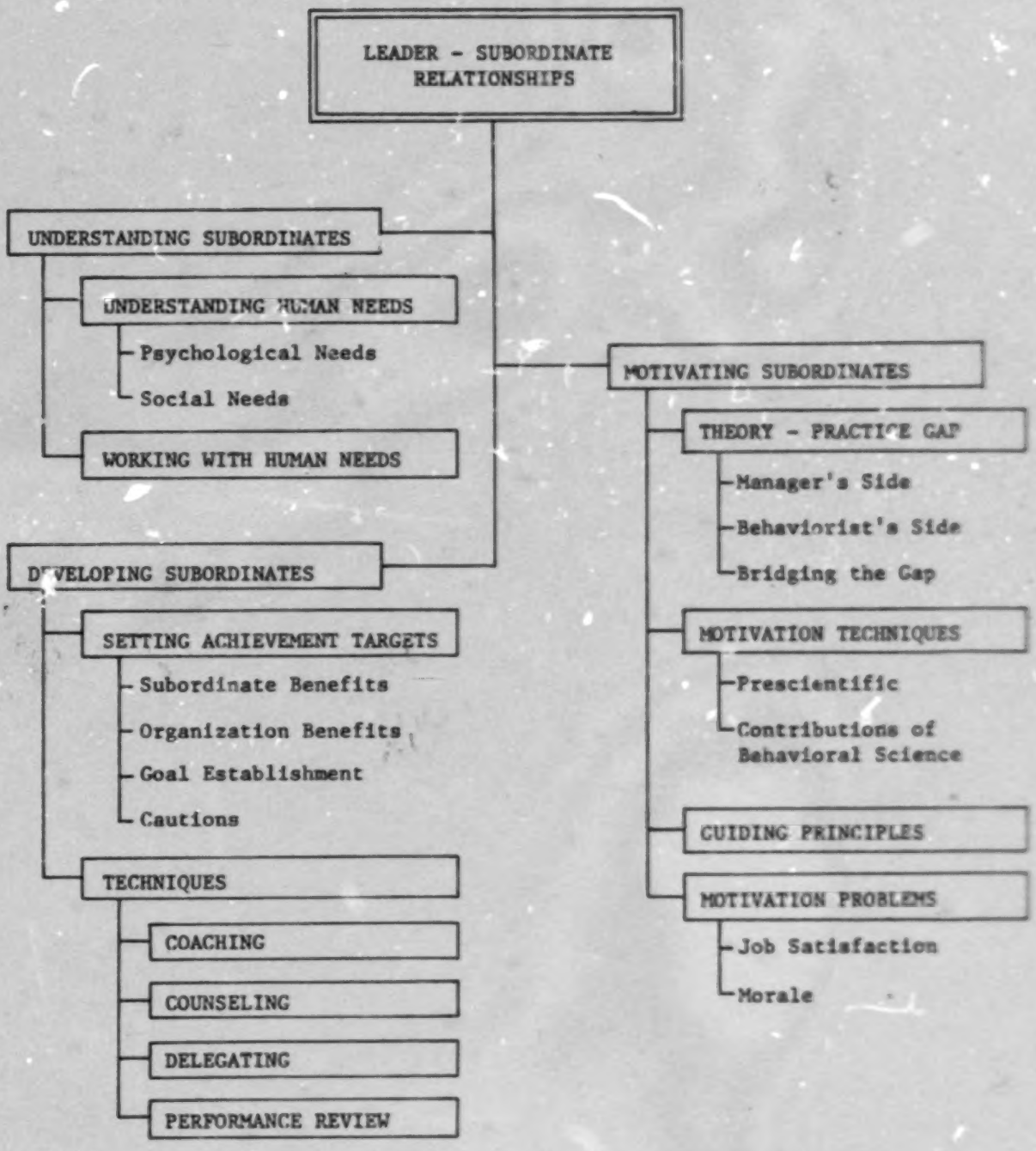
and collegial patterns are more productive and worthy models for vocational educators seeking to improve their personal managerial-leadership pattern. Much of the preparation in teacher education programs is really management training for education. For example, educational psychology is generally directed towards helping prospective teachers understand the students with whom they will work. Most management training programs have a psychology component that also deals with interpersonal relations, motivation theory, attitude change and other topics related to work group behavior. Leadership in both industry and vocational education is the vehicle that permits the more effective use of managerial-educational skills.

Goodness of fit in a pattern: In making the proper selection of a leadership pattern, it is necessary to analyze the components of the situation to determine, as best as is possible, the consequences of the patterns being considered. The decision on what pattern should be used should be made rationally, rather than relying on "what comes naturally." However, if the pattern selected proves to be "unnatural" it may be best to permit someone else to assume the major leadership responsibilities in a given situation. Following are some of the elements that are of importance in making this choice:

1. leader personality and philosophy of life
2. character of the work group
3. relations with the work group, peers and superiors
4. work and work environment
5. societial acceptance

The variables that are of most importance to you, and your position in vocational education, should be the major determinants of the patterns you select. The purpose of this course is to identify the strengths and weaknesses of the more common patterns and to help you analyze your strengths and weaknesses such that your decisions will be based on understanding and rationality.

LESSON FOUR


LEADER - SUBORDINATE RELATIONSHIPS
UNDERSTANDING SUBORDINATES
UNDERSTANDING HUMAN NEEDS
Psychological Needs
Social Needs
WORKING WITH HUMAN NEEDS
DEVELOPING SUBORDINATES
SETTING ACHIEVEMENT TARGETS
Subordinate Benefits
Organization Benefits
Goal Establishment
Cautions
TECHNIQUES
COACHING
COUNSELING
DELEGATING
PERFORMANCE REVIEW
MOTIVATING SUBORDINATES
THEORY - PRACTICE GAP
Manager's Side
Behaviorist's Side
Bridging the Gap
MOTIVATION TECHNIQUES
Prescientific
Contributions of Behavioral Science
GUIDING PRINCIPLES
MOTIVATION PROBLEMS
Job Satisfaction
Morale

LESSON FOUR

Special Materials: The one year and five year plan for personal development that you developed in lesson one.

Objectives: Upon completion of this lesson you should be able to:

...describe and critique the personnel evaluation system of your vocational education program

...recommend alternative personnel evaluation and review procedures

...develop a thumbnail description of the important personal and leadership characteristics of vocational educators with whom you are acquainted

Overview:

The earlier lessons were concerned with describing the characteristics of and state of the art in leadership effectiveness and development. This lesson and the next focus on the important responsibilities of the manager-leader. In many respects this lesson serves as a brief review of the psychology of human needs and motivation theory that are taught as a part of most teacher preparation programs. The major difference is the context in which they are being applied.

In this lesson we will explore some of the ways in which a leader can attempt to understand, influence, motivate and develop subordinates. These become increasingly important if, as was stated in a previous lesson, leaders must achieve their goals through the efforts of others. For the leader to be considered successful, the "others" must be capable of achieving the goals established by the organization. It is the leader's responsibility to see that subordinates have the required capability or, if necessary, to help them develop it. Possibly this lesson's most significant contribution will be to point out areas where vocational educators can improve their own skills.

Before attempting to prescribe developmental experiences for others, a person ought to be sure his own house is in order. A quick check of the one year and five year plans for personal development that you developed in lesson one is a good starting point. Do they contain a systematic program of professional experiences, based on your perception of your needs? For instance, do they call for attendance at some workshop, conference or convention in your special area, in vocational education in general, or in the broader field of education? You may not be able to tie down a date, place and time for inclusion in your plan, but such attendance ought to be mentioned and you ought to be on the lookout for opportunities for such experiences.

One major complaint might be that such experiences have not been beneficial to you in the past. If this is the case, then it is likely that others have not benefited either. The responsibility is yours and theirs to participate in the planning and presentation of these events so that they will meet a wider variety

of interests and needs. Besides, if more people are involved there is less required of each person, and a spreading of the possible benefits of learning through planning and presentation. Departmental, school and community committees can also benefit from increased support and participation and ought also to be given consideration in your plan for personal growth and development.

In most states, the major responsibility for the preservice and inservice development of vocational education personnel is left in the hands of the teacher preparation institutions. Such programs provide a fair amount of organization and planning for individuals who are working on a degree or for certification, but offer little that systematically extends beyond these needs. Local education agencies, or employers of vocational education professionals, need to assume responsibility for providing alternative means of inservice development, and for rewarding planning and participation in them. Most salary schedules recognize and reward individuals for continuing education for which graduate credit is received, and in some communities, programs sponsored by industry or professional associations and approved by the school district are rewarded. Individual plans, based on individual needs, are required to help each person determine how best to invest his or her time in acquiring the professional experiences needed for growth and development.

Recently an experienced vocational teacher, in need of additional graduate credits, was canceled out of a Thursday night graduate class. The instructor, while apologetic about the canceling of the class and the inconvenience it would cause, offered to help the individual get into a Wednesday night class that appeared to meet his professional needs. The vocational educator declined the help because he was more interested in getting any course that would be available on Thursday night. Thursday night was the night that the car pool came to campus and became the major determinant of his graduate program for that semester. The discussion to this point is intended to point out the need for both planning and alternatives; planning by the individual, and alternatives made available by the schools and teacher education institutions. Before a program of alternatives can be offered, it will be necessary for individual leaders and groups of professionals to propose and support such change.

The first part of this lesson deals with the understanding of subordinates. There is a tendency in education and elsewhere to overemphasize the narrow aspects of human behavior, excluding or rejecting those aspects that are of least concern to us. For instance, in the past, vocational educators have not been concerned that their students be able to read, write, add and subtract so long as they were able to develop salable vocational skills. We have since learned that an emphasis on the general as well as the vocaitonal skills better serves the needs of students and increases their options in life. A similar lesson was learned by industry when they relied entirely on economic incentives in the effort to motivate workers. They soon discovered that workers seek dignity and fulfillment in their work, in addition to fair compensation.

It is important, as we attempt to understand the needs of those we work for and with, to realize that people share more commonalities than differences. This is a doubly difficult task in vocational education because of our tendencies to hide in our occupation specialties and to accentuate our differences, particularly with regard to the rest of the education profession. It is very likely

that the kinds of wants, needs and concerns we have are shared by others in our group of associates. We may each have a different perspective on each of the various areas of concern and a different way of expressing our concerns, but in the final analysis the commonalities are greater than the differences. The solution lies in being patient enough to get past the different perspectives, modes of expression and degrees of emphasis and to get to the central issues. It is difficult to attempt to go beyond the superficial treatment of the symptoms of a problem to the discovery of the underlying causes. It cannot always be successfully accomplished, but when it is, understanding results.

One caution! Our perceptions of others are developed through our own personal experiences. To the extent that our experiences are narrow, our perceptions will be narrow also. Potential leaders should make every effort to extend their experiences both in vocational education and the much broader area of education. Once again the one year and five year plans for personal improvement become important vehicles for systematic professional growth and development.

The second area of concern in this lesson is motivation. Just as there are gaps between theory and practice in business and industry, gaps also exist in education. It is interesting that educators are reluctant to apply the principles of psychology that work so well in the classroom, to their dealings with each other. We are all familiar with the educational litany of individualized instruction for students in the classroom. Has this principle been applied to the inservice programs for teachers? In most instances the answer is no, and in some cases - NO! However, if vocational education personnel were encouraged to develop, with the help of their supervisors, individualized programs of professional improvement based on their personal needs and then held accountable for them, such a system would have merit. Interestingly enough, these are the same procedures that are used with students in most programs of individualized instruction. The second and third chapters assigned as reading for this lesson cover in detail how such a plan could operate.

Reading Assignment:

Cribbin: Chapters 8, 9 and 11.

Developmental Exercises:

1. Give a brief description of the system used to evaluate the vocational education personnel in your program. Identify several strengths and weaknesses of the system. Recommend any changes you might make to improve the system. In the event that your program does not have a personnel evaluation system of any type, develop what you think to be an adequate system or tell why such a system is not needed. (Be wary of assuming that there is no system. Has anyone been reassigned or encouraged to resign? If so, who did it, and how?)

2. Develop a thumbnail description of the strengths and weaknesses of two vocational educators with whom you are familiar. The purpose of the sketch is to identify their leadership potential and important personal characteristics (Pages 79 and 80 contain examples that could provide a model for your analysis).

3. Will the sketches you developed in item 2 be of any use to you in your future dealings with these persons? How, or if not, how could it be changed to be of use? Explain.

4. What alternatives are available in your part of the state for personnel development? How can they be improved? Who should take what steps to modify these alternatives?

5. What alternatives would be of worth to <u>both</u> of the individuals in item 2 above? What alternatives would be most useful to only the first individual described? to the second individual?

Reading Notes

Chapter 8: Understanding Subordinates

Introduction: A person's human nature, his view of his fellow man and the way he reacts to leadership responsibilities is the result of his experiences throughout life. It is the responsibility of every specialist, but particularly of vocational specialists, to expand their breadth of experience and thereby their understanding of others.

Understanding human needs: On most dimensions of human characteristics, people are more alike than different. All humans have essentially the same physical make-up, but vary quantitatively and qualitatively. Most vocational educators have a similar set of needs, but differ in the intensity of, or emphasis placed on, the individual needs in the set.

A. Psychological needs: The need to be different, for independence and self-expression, to experience success, adequacy and self-esteem, for development and for defense are within all persons and have an effect on behavior. The fulfillment that most vocational educators find in their occupational specalties contributes to the satisfaction of these needs.

B. Social needs: The need for attention and approval, to belong and conform and to participate and contribute are powerful determinants of human activity. Vocational educators, when asked why they entered the education profession from their previous career, frequently indicate that it was the result of a desire (need) to make a contribution to society.

In striving to be like each other we give up our individuality and our social freedom. However, given the complexity of man's psychological and social make-up, no matter how hard a person tries he can never be exactly like another human being. It is in working with groups of people that we are sensitized to their individuality, and then only if we make the effort to do so.

Working with human needs: On every human variable there will be a wide range of individual differences. A single approach or prescription is inadequate to handle all, or even a large part, of them. Following are some guides:

1. Avoid trying to force others into your mold. Accept them as they are. Focus on their strengths, but be aware of their weaknesses.

2. Evaluate people on their merits. It requires greater effort and better data, but permits discrimination among, not against group members.

3. Be sensitive to all types of feedback, but particularly to that related to your behavior.

4. In observing and analyzing the behavior of others, be systematic. Understanding requires information (strengths, weaknesses, aversions and preferred treatment).

Most of these guides are "old hat" in education, but are only applied in our dealings with students, not in our interactions with each other as professionals.

Chapter 9: Motivating Subordinates

Introduction: Individual effort is almost always at its best when the motivation is internal to the person, rather than the result of external pressure from a leader or boss. When persons are working with an organization, they add to the productivity of the organization rather than act as a drain on the energies of its leaders. Any organization, educational or otherwise, can generally operate with a number of "weak cylinders," but can't be expected to deliver high performance.

The theory-practice gap: Scientists have studied the problem of motivation and have had some successes. Several plausible theories have been developed. Practitioners support motivation research and are interested in the results, but haven't realized great benefit from its findings. Why?

A. The practitioners' side: Teachers are skeptical about research findings that contradict their own past experiences. At other times they have accepted incomplete research findings, which has led to unsatisfactory experiences. Educators often tinker with research findings or implement them in an artificial or mechanical manner. The net result has been a disillusionment with research and researchers on the part of many educators, particularly vocational educators.

B. The behaviorists' side: Experimental results, or lack of results, are clouded in scientific jargon. Researchers, many with a tender ego, use their expertise to talk down to "non-scientific" types. Some researchers, many of whom have no "real" vocational or educational experience, want influence without accountability. Vocational educators have goals and deadlines and lack patience with or tolerance of frustration and failure. Researchers have a much higher tolerance for frustration and "failure."

C. Bridging the gap: There are many features in a vocational education program that cannot be changed easily. Administrator, teachers, traditions, educational philosophy and finances are what they are and are outside the control of the researcher. Whatever else the researcher does, he is obligated to place a major part of his efforts at the point where his expertise will best meet the legitimate needs and expectations of vocational educators. At the same time, vocational educators need to recognize that research answers do not come easily, and need to provide data for soundly conceived studies even if they do not have prospects of immediate payoff.

Motivation techniques: The problem with motivation is that there are more theories than supportive data, and that vocational educators in general are aware only of the work done in this area that has direct application in the classroom setting.

A. Prescientific techniques: coercion, conniving, compensation and cuddle and coddle have been tried, with disappointing results and varying reactions in both industry and education.

B. Contributions of behavioral science: McGregor (Theory X and Y), Maslow (Hierarchy of needs - physiological, security, social, ego, self-actualization), Herzberg (job satisfiers and dissatisfiers), Argyris (mental health), and Bennis (adaptive organization). Much of the work done by these researchers seems so "obvious" that one has to wonder why their discovery hadn't occurred sooner. In all likelihood, when the break through in leadership development is made, it too will appear "obvious." All the work mentioned in this section have implications for vocational education practitioners.

Guiding principles: Motivation means getting people to do things (preferably on their own). There are no universal motivators. Research has shown the most effective motivator to be the job. As all educators know, motivation is a two-way process. Not only do we motivate our students, administrators and colleagues, but they motivate us as well. What we do or say is not nearly as important as the example we set.

Implementing motivational principles: The leader must have strategies for working with individuals and groups since most persons (including the leader at some point in time) take a job or join an organization out of self-interest, and must be shown that their best interests are served by furthering the interests of the organization. This means that leaders must understand and be able to appeal to needs at all levels. The first step, however, is the establishment of mutual respect.

Problems of job satisfaction and morale: These are emotional problems involving individuals and/or groups.

A. Job satisfaction: Job satisfaction is very subjective and is the worker's feeling that he is securing what he has a right to expect and wants. This is a difficult area because the things that lead to job satisfaction and dissatisfaction are quite different. It is reasonable to assume that the vocational educator's occupational specialty and role in education will be sources of satisfaction, and that school administration, facilities and resources are likely sources of dissatisfaction.

B. Morale: Morale is an emotional, rather than rational, group response to a given situation and is based on: job satisfaction, pride in work, wage and promotion opportunities, and identification with the profession and/or institution. High staff morale does not necessarily result in high productivity, but is probably related to student morale and recruitment and to the rapport that develops between a vocational education program and local businesses and industrial establishments (rapport requires effort and a healthy attitude).

Chapter 11: Developing Subordinates

Introduction: One of the distinguishing characteristics of a profession is the commitment of its members to continued growth and development. Almost every educational system at all levels has either a required inservice program or an incentive system, or both, that encourages inservice activities. (Note the Theory X overtones).

Setting achievement targets: Achievement targets are the industrial and business equivalent of behavioral or measurable objectives in education. Such targets are developed for schools, programs, courses and students, but rarely for ourselves. Such objectives aid in the rational establishment of priorities, accountability of people and programs, clarification of standards and rational career planning for individuals.

A. Benefits for the subordinate: They tell him where he stands, how he is doing, and how he ought to allocate his time and energies. A superior ought to intervene only when the subordinate has failed or has encountered an insurmountable obstacle.

B. Benefits for the organization: Standards that are based on consensus reduce conflict, encourage individual goal achievement, and thus lead to the achievement of programs and school goals. Objective standards make it possible to identify promotable individuals early (as well as those who are mediocre or incompetent), thus indicating the emphasis or direction that their personal development programs ought to take.

C. Establishing goals: Persons affected by goals should help develop them. The goals should reflect the most important components of the task and the highest priorities of the vocational program. Essentially, this is a behavioral objectives approach to supervision. Following are three important situations to avoid. Don't ...

...impose your view on subordinates

...let subordinates bite off too much initially

...be unwilling to review and revise the standards over time

Coaching: Coaching is a form of teaching, with the aim of developing a better employee. It must stimulate the employee at the same time it deals with his problems. It should result in new ideas, solutions and skills, and should be followed up with feedback and support. It is a potentially useful technique for working with persons new to the vocational education profession.

Counseling: Counseling has as its aim a better adjusted employee. However, it must not be viewed as an opportunity for administrators to pry. Vocational educators without specific training in this area ought to exercise great caution.

A. Some counseling principles: A person with problems is already unhappy with himself. It is up to the leader to establish a channel for communication and to help the subordinate gain insight into his problem. A leader ought to tackle only counseling problems where success seems assured, there are professionals to handle the others.

B. Possible approaches: One can be threatening, reassuring or directive. The directive, problem solving approach is not counseling in its strictest sense.

C. Legitimate counseling problems: Performance, career, job adjustment, social adjustment and personal adjustment counseling.

Delegating: If you've picked good people for the job to be performed, then step aside and let them do it! Delegation is a skill that improves with practice. The development of the local one year and five year plan for vocational education programs offers an excellent opportunity for exercise in this area.

A. What to delegate: Delegation is essentially a process of job enrichment, as well as a means of developing employees and expressing confidence in them. As responsibility is delegated, the required authority must accompany it if the employee is to be held accountable.

B. How to delegate: Delegation must be part of a plan that takes account of the employee's strengths and weaknesses, encourages self-development, and spells out the ground rules and rewards.

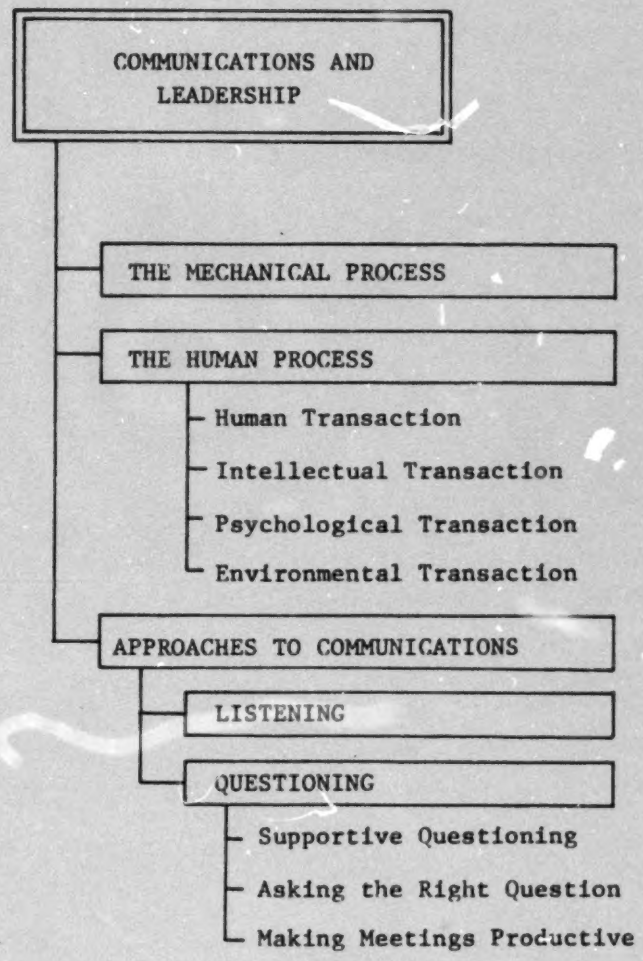
Performance Reviews: Both the employer and employee have the right to know the results of his performance. Hopefully such a review will take place in a positive climate, with earned recognition, constructive criticism, coaching and planning for improvement all included. These reviews should recur on a regular basis.

A. Performance review vs. developmental review: A developmental review is concerned with strengthening and improving the employee. The performance review is competitive, using peers and established goals as standards, and indicating exactly where the employee stands.

B. Conducting the performance review: The review should be simple, supportive and based on an evaluation of the employee's performance. It makes the employee aware of his contribution to the organization. Within vocational education an assumption is often made that everyone knows what their contribution has been, so it need not be called to their attention. This is a mistake! If for no other reason, performance reviews should be conducted to let subordinates know that you are aware of their contribution.

Comment: The one-year and five-year plans you have been developing in the previous lessons could serve as a basis for a performance review by providing the standards for evaluation.

LESSON FIVE


COMMUNICATIONS AND LEADERSHIP
THE MECHANICAL PROCESS
THE HUMAN PROCESS
Human Transaction
Intellectual Transaction
Psychological Transaction
Environmental Transaction
APPROACHES TO COMMUNICATIONS
LISTENING
QUESTIONING
Supportive Questioning
Asking the Right Question
Making Meetings Productive

LESSON FIVE

Special materials: A cassette tape recorder and a blank cassette cartridge (supplied with the course syllabus).

Objectives: Upon completion of this lesson the student will be able to:

...tape record responses to the questions assigned in this lesson within fifteen minutes of recording time.

...identify and describe the strengths and weaknesses of several common channels for communications.

...describe three possible sources of interference in the communications process.

Overview:

It is through the process of communication that the special skills, knowledge and personal characteristics of the leader emerge and are translated into action. A near perfect example of an individual who made effective use of this process is Winston Churchill. However, shortly after the completion of World War II, Churchill lost his bid to continue as Great Britain's Prime Minister, illustrating the situational nature of leadership. A somewhat different example of the effects of communication is provided by Lincoln's Gettysburg Address. Delivered to a largely unreceptive audience, it has provided a great deal of guidance and direction for many persons in succeeding generations. Many facets of the communications process will be discussed in this lesson. Of particular interest will be the problems we share as individuals and vocational educators.

The line in the song "Poor Jud" from the musical Oklahoma, where Jud is described as loving everything and everybody - but he never let on, illustrates a communications problem common to many of us in vocational education. Poor Jud just couldn't bring himself to provide the feedback that would allow others to know how he felt. Providing others with information and feedback is one of the most critical and important tasks confronting vocational educators in the classroom, in administration and as professionals at the community, state and national levels. The information-feedback process is essentially one of communication. As such, the process can be greatly improved if we ask ourselves if we are providing the information and feedback that we would like to receive, were we in another person's place?

There are several assumptions that provide a foundation on which communications can be established. First, nearly everyone would like to perform well at whatever job they are doing. Generally, anything that contributes to the attainment of that goal, such as better communication with superiors, is well received. Information is needed to make good decisions. Second, few of us like to have our work criticised, but we would prefer criticism to being ignored. We would like to know where we stand before the day of reckoning comes and the chance for a solid foothold in the organization has disappeared.

Finally, praise (one form of feedback) is free and always welcome. However, it only has meaning and value when it is earned and deserved. To pass it out indiscriminately weakens its motivational effect. It is only through free and open communications that we can provide the information, feedback and other expressions of concern and recognition that encourage the regular and accurate two-way dialogue that is essential to the effective functioning of any organization.

The need for communication skill among vocational educators goes beyond the mere sending and receiving of information and feedback. Vocational educators, particularly at the classroom level, must be able to communicate through words and actions the cognitive, affective and psychomotor components of their occupational specialties. Technological advances in almost all phases of the world of work have made this task more difficult and complex. Concomitantly, vocational education leaders will find the task of coordinating the efforts of persons across the occupational areas to be of increasing difficulty as a direct result of the trend towards specialization. Open and effective lines of communication are essential for the successful performance of the leadership function.

Most vocational educators have some facility with communication because it is one of the criteria used in the hiring procedure. Communication skill, like other skills, can be improved with practice, a fact that ought not go unnoticed by persons working in a highly "skill-practice oriented" profession. Vocational educators can improve their communications capability by increasing the number of channels through which they communicate and by increasing their facility with the modes of communication they are currently using.

Reading Assignment:

Cribbin: Chapter 10

Developmental Exercises: Using the cassette recording tape provided for this lesson, record your responses to all the items below. Please confine your total response to this lesson to fifteen minutes or less. Up to fifteen minutes will be used to record the instructor's response that will be returned to you on the same tape.

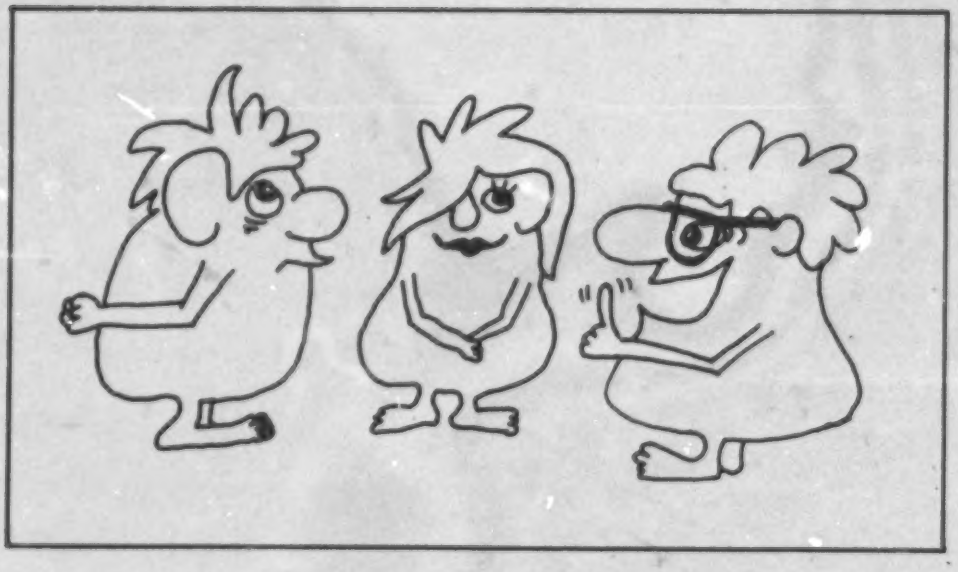
1. Carefully analyze the cartoon on the next page and describe, in your own words, what you think it illustrates in regard to the communication process. Include what you believe to be the involvement of each character in this particular situation.

2. Have someone else complete item one above, but do not explain the purpose of the lesson or cartoon to them. Do not record their response, but do describe the position of the person (teacher in same area, spouse, etc.) and briefly critique (on tape) the similarities and differences between your response and theirs. Now try the same approach with another person, only explain the purpose of the exercise to them. Compare the response of this individual with that of the other person and with your own response.

3. Identify and describe the major strengths and weaknesses of each of the following channels or modes of communication: speaking, writing, drawing and gestures.

4. The reading notes contain a diagram of a communications system. One part of the system is interference. Describe three potential sources of interference in the communications network of the vocational program with which you are associated.

5. Is the problem of communicating significant enough for you that it ought to be considered in your one-year and five-year plans for personal growth and development? Explain.

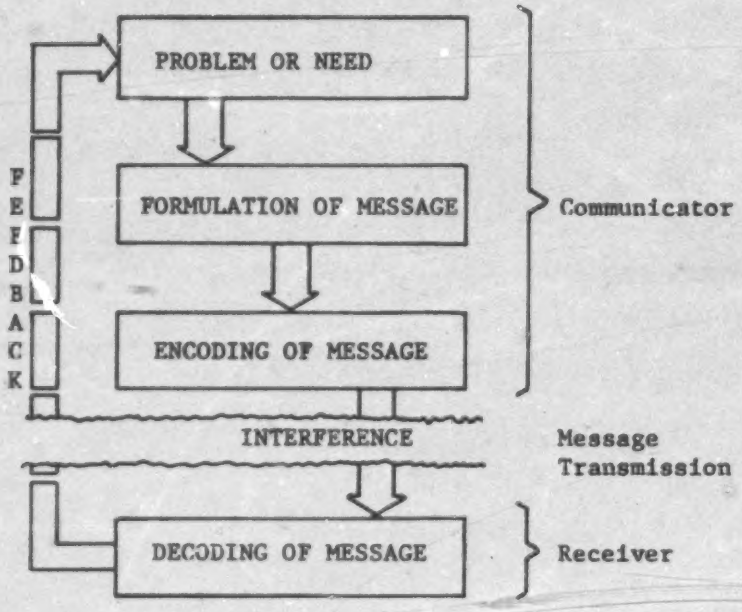


Reading Notes

Chapter 10: Cooperating Through Communicating

Introduction: If vocational educators are to influence the groups with which they must work they will need to be able to communicate effectively. Technological progress has increased our capability to communicate, but has not solved the basic problems of communications which are human in origin. Consequently, few organizations, vocational education included, have communication networks with which they are satisfied.

Communication: The mechanical process: The diagram below is a fairly typical representation of the elements of the communication process.



Some of the ways that problems are introduced into the communication process are; by permitting a high percentage of "half-baked" ideas or problems to enter the system (GIGO: garbage in, garbage out), allowing poorly formulated messages to pass through the system, using inappropriate grammar in the encoding step, selecting a poor channel for transmission of the message or using an overloaded channel (interference), sending messages beyond the receiver's capability to interpret (decode), and failing to offer solicit, or correctly understand feedback. The fact

that communication is a skill that improves with practice can be appreciated by vocational educators.

Communications - The human process: The amount of time spent by vocational educators in communicating is probably comparable to that spent by managers (approximately 80%). Mastery of this process is essential. Viewing communications in terms of the following transactions will be helpful in understanding the process:

A. Human: communication is a form of influence. Two-way communication implies that influence and information will also be two-way. Both sender and receiver hear, see and send subjectively and selectively, so that channels of communication can be used both to encourage and to restrict information flow. Further, all communication is based on premises, assumptions, attitudes and expectations that are often hidden, but place limits on the process. Experience in communicating and with the parties in a communications network should improve information flow.

B. Intellectual: communication takes place for the purpose of transmitting information, ideas or data. The following suggestions indicate ways that vocational educators can increase the clarity and comprehension of their communications:

1. Temper observation with judgement. It is reasonable to assume that an examination of the data in any situation will serve as a check on less precise observation.
2. Communication is a process of intelligent discrimination. An effective communicator knows what ought to be transmitted, how it ought to be transmitted, when to be agressive, when to be cautious and when to consider or allow alternatives. Communication between vocational education leaders and leaders in other areas is enhanced when the similiarities and differences in the problems confronting each are recognized.
3. Words, because of their multiple meanings, are uncertain vehicles for the communication of ideas. Words become a much more precise means of communicating when combined with other words and gestures and are placed in a context that can be under-

stood by the intended receiver. This is one of the most important skills that can be developed by vocational educators.

4. Everyone has their reasons for entering into or not entering into communication with some other person. Attempting to understand the other person's motives, as well as your own, will facilitate genuine communication.
5. Communication, once established, is a continuous process with messages serving as links in the chain rather than as ends in themselves.

C. Psychological: Communication is any form of interaction; words, expressions, body movements and silence. The objective of communication is to obtain the desired impact. Therefore:

1. Communications should contain as much value as possible for the other person; people are self-centered. The inherent and readily observable value of vocational education makes communications with parents, students and community members much easier to establish.
2. Messages are received according to the mode of the receiver, not according to what is said or done. Technical jargon and occupational buzz words may contribute little to understanding and communication outside (or even inside) the technical group.
3. Nowhere is the meaning of a message and the intentions of the communicator clearer than in the manner in which the message is presented!

D. Environmental: Technological advances in communications have caused as many or more problems than they have solved. Because of the large volume of messages, it is now possible to ignore many of them selectively. The problem is not in the technology of communications, but in making people aware of how to communicate. Following are some guidelines:

1. Select the channel that will give the best results.
2. Don't overload a channel. Variations in the style of the message and the channel used for its transmission create greater attention on the part of the receiver.
3. Structure groups to allow a free flow of information.

4. The major part of every message is never actually present in the message itself, but must be inferred. Be precise enough to insure correct inferences.
5. Communications within any organization are restricted by company policy, tradition and authority structure. Complex organizations are composed of subsystems that must communicate if their efforts are to be integrated. The organizational structure must allow for such communications.

Comment: Communication is an inexact science, particularly when one is unfamiliar with the language being used to formulate messages. Most vocational educators are teaching, coordinating or administering programs that seem strange to most "outsiders"; e.g., nonvocational students, teachers and administrators. Very often messages that are clear to vocational educators are a source of confusion to others. An awareness of this problem is a necessary first step towards a solution.

Manager-leader's strategy: Communication is a transaction where the sender has control of only half of the process. The crucial half is controlled by the receiver. The self image of the communicator and the image he has of the receiver must be accurate. Minimization of both the social and psychological distance between the parties engaged in communications shortens the "distance" a message must travel before it is received. The vocational educator must be certain to translate his message into a meaningful and effective form which is acceptable to the receiver.

The art of listening: The speaker in any group is the leader of the group while he is talking (and they are listening). Abuse of such leadership leads to marginal or evaluative listening in which one attempts to hear only enough to dismiss or put down the speaker. Projective listening requires that the listener attempt to put himself in the speaker's place. Here are some suggestions:

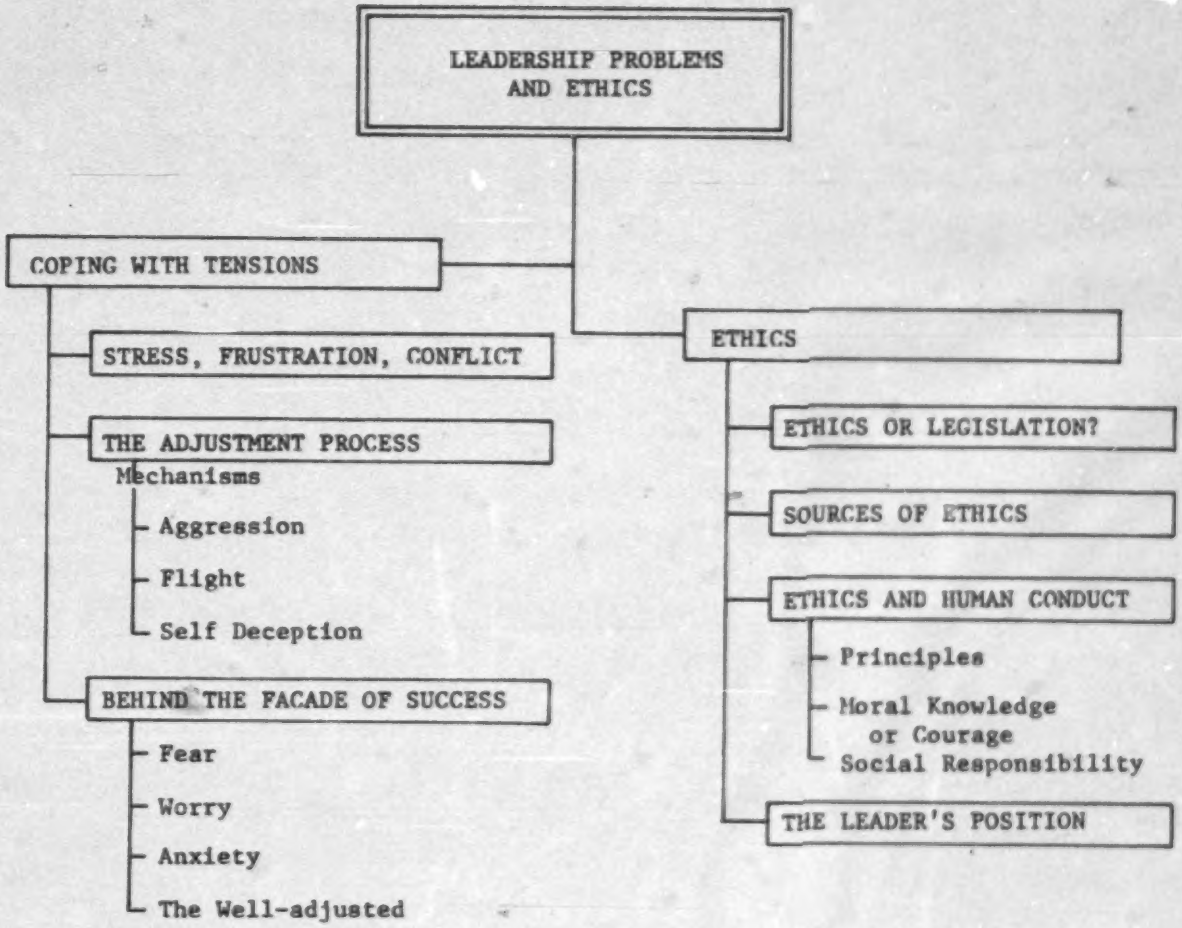
1. Pay complete attention and give frequent reassurances that you are listening. It requires discipline to keep from interrupting and making people feel inadequate or inferior.

2. Listen for the real message. Often silence, omissions and pauses are the message.
3. Listen prudently so that your time is not wasted. People will often abuse the willing listener.
4. Listen to learn.

Comment: A frequent complaint by vocational educators is that no one wants to listen to us. A question could be raised regarding our willingness to listen to others. Listening to someone else places an obligation on them to reciprocate.

The art of asking questions: A well phrased question helps the speaker continue in an appropriate direction. Questions can be of the nondirective type (requires more than a yes or no) or simply a rephrase of the content indicating agreement or understanding. Questions should be formulated to elicit the information you are after (understanding, rationale, feedback, or follow-up). The important factor in the effective use of questions as a communications technique is to ask the right person the right question at the right time in the right way!!! As educators, we very often use exactly the opposite procedure in the classroom and outside it.

LESSON SIX


LEADERSHIP PROBLEMS AND ETHICS
COPING WITH TENSIONS
STRESS, FRUSTRATION, CONFLICT
THE ADJUSTMENT PROCESS
Mechanisms
Aggression
Flight
Self Deception
BEHIND THE FACADE OF SUCCESS
Fear
Worry
Anxiety
The Well-adjusted
ETHICS
ETHICS OR LEGISLATION?
SOURCES OF ETHICS
ETHICS AND HUMAN CONDUCT
Principles
Moral Knowledge
or Courage
Social Responsibility
THE LEADER'S POSITION

LESSON SIX

Special materials: None

Objectives: Upon completion of this lesson you should be able to:

...recommend several strategies for dealing with a given tension producing situation

...identify several alternative ethical positions on a given issue

...describe, in case study form, an ethical situation confronting vocational educators

...evaluate your ethical stand in a given situation

Overview:

Vocational education leaders are subject to the same types of stress and tension that confront other vocational educators. Often, because of the nature of leadership, the pressures and temptations are greater for those who lead. Most issues confronting vocational educators, if carefully analyzed, have moral and ethical overtones and result in some form of tension. This lesson represents a change of pace from previous lessons, where leadership was bisected, dissected and otherwise analyzed. One goal of this lesson is to place vocational education leadership in a humane perspective.

The reactions of those who lead to the pressures that are placed on them reflect, in part, the state of their system of ethics at that point in time. The most difficult, tension arousing situations confronting vocational education leaders often arise when they are forced, for whatever reason, to take a course of action that is inconsistant with their beliefs. This would not be a problem if every decision to be made were based on alternatives that could be considered good, Better, BEST. However, the choices occasionally are bad, Worst and TERRIBLE! In nearly every situation some solutions, bad as they may be, are to be preferred over the alternatives. The leader's code of ethics serves as a guide in selecting a course of action from among the alternatives in a given situation.

An important issue that must be dealt with in this lesson is the effect that unethical or unprofessional actions have on an individual's leadership role in vocational education. We have all eaten in restaurants where the surroundings were immaculate, the personnel neat and the atmosphere generally wholesome. Then, upon picking up a fork with which to devour an appetizing meal, we discover bits of dried egg yolk between the prongs. This one indiscretion on the part of the restaurant makes us uneasy about everything they have attempted to do for us. Within the education profession, even a small breach of ethical conduct can cast a shadow over an entire life's work. Obviously there are differences in the level of tolerance that must be exceeded before various groups and individuals consider

a given act "unprofessional" or "unethical." In the restaurant example, some persons would not feel uneasy with their meal until they found a hair in their barbecue, still others would remain tolerant until they discovered a live fly in their soup.

The amount of ethical "freedom" permitted leaders is usually less than that which is allowed members of the group being led. Within a profession such as ours, the standards of conduct are already high, so ethical differences are small between practitioners, regardless of position. Consequently, even small deviations from acceptable standards can eliminate an individual, who might otherwise be well qualified, from consideration for a leadership role. Regardless of the personal standards of group members, they want to be led by someone whose standards are higher.

While it is difficult to set limits on what constitutes ethical-professional behavior in a given situation, at least one general principle can be identified. An individual's code of ethics represents a set of expectations that he has for his own behavior and for the behavior of others. The leaders of any group are those individuals who have leadership ability and whose conduct meets or exceeds the expectations of the group. Severe conflict can result in any organization when a person is placed in a position where leadership is expected, but he or she does not measure up to the standards established by the group as appropriate to that position. Administrators of this type create an uneasiness that is difficult for the persons involved to understand.

There are no "pat" answers to the ethical questions that confront us as vocational educators and leaders. The material on coping with tension which is a part of this lesson will provide an excellent frame of reference for analyzing the effects of ethical actions.

Reading Assignment:

Cribbin: Chapters 12 and 13.

Developmental Exercises:

1. Read each of the following case studies dealing with problems that often confront vocational educators. Develop a response to one case study in Part A and one in Part B. In your response to Part A you should briefly summarize (in your own words) what you believe to be the problem, then identify the possible courses of action. For the response to Part B, identify several possible ethical stances on the issue under consideration, then identify the one with which you would be most comfortable. Explain why you selected that particular ethical stance. If ethical problems create tensions in some people but not in others, what does this suggest to you? Under what conditions could tension lead to unethical conduct?

Part A: Tension

Case Study I:

Central Community College (CCC) is to serve as host for the Annual Tri-State Conference on Vocational and Technical Education. The President of CCC has appointed Mr. Reinhart and Mr. Doane to serve as co-chairmen of this large and prestigious affair. However, shortly before the conference is to start, Mr. Reinhart reports to the President that plans are behind schedule and that he and Mr. Doane are unable to get together to get things rolling.

Mr. Doane is a very talented, but outspoken, critical and domineering individual. Most persons, after getting to know him, are able to tolerate his undesirable characteristics out of respect for his capabilities as a vocational educator. Mr. Reinhart is a quiet, sincere and sensitive individual with great determination and drive. Although he keeps to himself, he has a reputation for being supportive of others and being competent and reliable in his professional activities.

There has been no obvious problems between the two until they had been partners in a bridge game about a month ago. Since that evening they have barely spoken to each other. The President has asked you to suggest some possible strategies that he might use in dealing with this situation.

Case Study II:

Mrs. Schwing has been the Supervisor of Cooperative Education Teachers in a large suburban area vocational school for less than six months. Although she has had some difficulties in adjusting to her new position, her task has not been made easier by Mrs. Oberhed, who has undermined many of Mrs. Schwing's efforts. In recent weeks it has become clear that Mrs. Oberhed is "after" the supervisor's position. She has been with the school for a number of years and has a fine record as a teacher. She is a hard working, aggressive individual, but occasionally criticizes others sharply and publicly. Being passed over when Mrs. Schwing was given the supervisor's position has been a major disappointment for her.

Mrs. Schwing has come to you for advice on how to handle this situation. Suggest several courses of action open to her.

Part B: Ethics

Case Study III:

Mrs. Nelson is a dedicated young teacher in the fashion design area. Until this year, she worked hard to keep her courses current, to main-

tain rapport with students, and to remain abreast of the profession. This, coupled with her family responsibilities, left little time for the advanced study required by state law. Since the deadline for completing a specified number of advanced credits was rapidly approaching she enrolled in several university courses, without any reduction in her responsibilities in the other areas. Consequently her performance as a teacher has been less than satisfactory, tension has developed in her family life and all professional activities have ceased. Her performance as a student is satisfactory, however.

Case Study IV:

Mr. Elwood works as a regional director for the State Vocational Education Department. The state reimburses Mr. Elwood's travel expenses up to a fixed level. Most of the motels and hotels in the state will furnish rooms at state rates if requested. Occasionally, due to the unavailability of rooms at the state rate, Mr. Elwood is forced to stay in a motel or hotel that charges above state rates. Rather than paying the difference out of his own pocket, Mr. Elwood adds fictitious parking fees, taxi fares and other tolls (none of which require supporting receipts if the amount is under $5.00) to cover the added expense.

2. Develop a hypothetical case study of your own that deals with tension or ethics (or both) to which you would like the instructor to react. If it has a basis in real life, be sure to use fictitious names and disguise it so that individuals cannot be identified.

3. Cribbin (p. 231; "He can give an example") poses a number of questions that should help leaders determine the ethical implications of their actions in a given situation. Apply these questions, modified to meet this assignment, to your response to item one, Part B (no fair making changes in your response at this point in the lesson!) Would you now make changes in your original response? Explain.

Reading Notes

Chapter 12: Coping with tensions

Introduction: Leaders experience anxiety, have faults and display other human weaknesses. Individuals should understand and be able to cope with their own major problems and limitations before they attempt to lead others.

Problems of stress: Goals facilitate order amid turbulence. Stress is a reaction to obstacles that interfere with goal achievement. Barriers to the attainment of the goals we set for ourselves or our programs within vocational education create stress. Small amounts of stress can be constructive (motivating), but overwhelming stress can be disabling.

Frustration and conflict: External barriers to goal attainment create frustration. Conflict results from opposing internal drives. The two usually occur in combination. Vocational educators are generally adept at handling frustration because alternatives can be found if one is imaginative and enterprising. Conflict, due to the internal unrest, is more difficult to live with. Conflict can be classified as follows:

1. Approach - approach: An individual seeks two goals which may be in conflict, such as a vocational director who wishes to identify with both administration and teachers on all issues.
2. Avoidance - avoidance: An individual may want to avoid all the alternatives in a given situation, such as recommending someone for appointment to a vacant position in vocational education when your superior's marginally qualified brother-in-law has applied.
3. Approach - avoidance: The feeling that vocational educators have when offered a much higher paying position, but in an undesirable location.

The adjustment process: When barriers are encountered, leaders attempt to find paths around them. Solutions must be based on a realistic appraisal of the problem, should be economical and must be personally, socially and ethically acceptable. Following are several common adjustment mechanisms: 1) aggression, 2) flight

and 3) self-deception. Occasionally, all vocational educators, including vocational education leaders, use some variation of each of these mechanisms. Over-reliance or addiction to these mechanisms often results in a failure to adjust properly to a given situation. An understanding leader can help such individuals find more effective and acceptable means for goal attainment through the adjustment process. A group of understanding subordinates can be of similar assistance in helping a leader to adjust.

Behind the facade of success: All individuals throughout the ranks of vocational education are subjected to many conflicting pressures; e.g., to be aggressive but compassionate, and competitive yet cooperative. Success comes only to those who are able to cope with fear, worry and anxiety. Fear results from some present or perceived threat. Often, the absence of fear in a given situation can be considered irrational. Worry is probably the greatest tension inducer in vocational educators. It results from concern over some future threat. Coping with fear and worry requires the individual to admit their presence and to attempt to determine their causes. Actions to reduce their effect on the individual should be based on rationality, not emotions. Anxiety (a mild state of worry) is only debilitating if prolonged. When prolonged, it is a major source of neurotic behavior.

The well-adjusted leader: Vocational education leaders must be objective, aware of their personal strengths and weaknesses, and have a sense of who they are and what their life and career is all about.

Chapter 13: Ethics

Introduction: Various ethical stances have been identified; e.g., pragmatism, relativism, skepticism and others. Education, when listed with six other factors, was rated by managers as having the lowest influence on their moral behavior. This raises an interesting question about the effectiveness of much of vocational education as an ethical influence on vocational students.

Considering the options: Ethics are taken for granted until some minimum moral standard is violated. Legislation is a substitute for or a supplement to (depending on your orientation) society's moral code. Neither education nor business and industry can operate strictly on the basis of a legal system or on the basis of a moral system. A balance between the two is essential. Because vocational education is concerned with business and industry and with education, vocational educators must be able to reconcile the ethical and legal differences of these

three institutions. Above all, the individual vocational educator must maintain congruence between his actions and his convictions.

Possible sources of ethics: The science of ethics involves the study and evaluation of the rightness or wrongness of voluntary human acts. The theories that have been developed are generally incomplete and are largely oriented towards the past. They can be helpful, however, in helping us to develop a personal code of ethics. The major source of ethical guidelines for vocational educators is the group of principles that appear to govern the conduct of all educators. A second major source is the body of ethics which has been developed by employers and employees in the teacher's occupational specialty. The government, religion and law can and do influence the ethical standards of vocational educators. A good starting point for analyzing one's own code of ethics is to recognize that man the world over is rational, social, self-determining and conscionable. The tendency for individuals to be aware of what is their due, while being unaware of their duty is a major source of ethical problems.

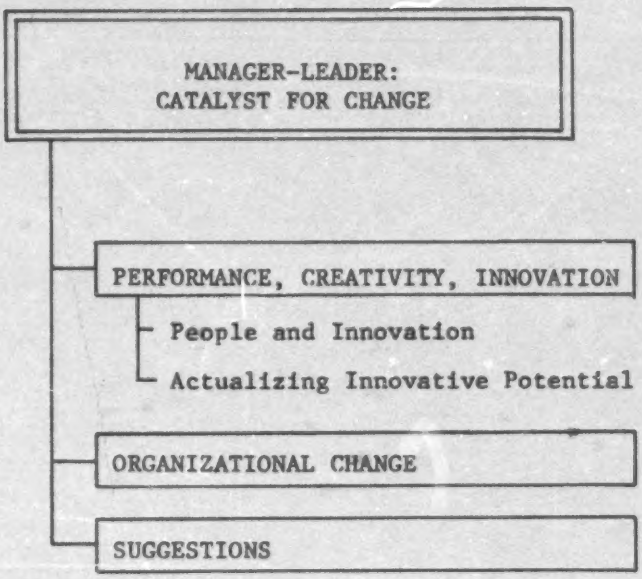
Ethics and human conduct: The principle that man is made to do good and avoid evil is accepted in every culture. Education helps man clarify what is good and what is evil and encourages him to develop a commitment to the good. Men of goodwill can reach some agreement on complex issues, even though total agreement is not possible. Finally, men of goodwill, given the same information on a complex issue, will draw somewhat different conclusions. The divergent perspectives that characterize the members of the various occupational areas within the vocational education profession insure that differences of opinion will surface on occasions.

Moral knowledge or moral courage? Having the courage required by our convictions is often difficult! Educators and other professionals are and will continue to be expected to maintain higher moral standards than is required of the average individual in society. It is clear that a very large majority of all vocational educators consciously subscribe to high ethical standards in their professional dealings. Nowhere is this clearer than in the example they provide for their students and for others.

Problems of social responsibility: Vocational education has an important part to play in America's struggle for increased maturity in the management of her lands, resources and population. Career education provides a model that calls for the closer coordination of all elements of education and a better integration of education and society. Other institutions in society are currently re-evaluating their self-centered objectives and are supplementing or replacing them with goals that clearly indicate their willingness to contribute to a better society.

The vocational education leader must develop a code of ethics that permits him or her to adapt to the changing needs of society, while maintaining high personal and professional standards. These priorities must enable the leader to act consistently in a time of turmoil and change.

LESSON SEVEN



LESSON SEVEN

Special Materials: The State Plan for Vocational Education for your state

The Local Plan for vocational Education for your institution's program*

Objectives: Upon completion of this lesson you should be able to:

...describe one significant change that will be occuring in your state in the next five years.

...identify three strategies that could be used to initiate change at the national, state or local level.

...evaluate the contribution that the attainment of your personal one-year and five-year professional development plans make to the goals established in the state and local plans for the system in which you work.

...evaluate the contribution that experience in your current or projected position will make to your personal one-year and five-year professional development plans.

Overview:

Change is a way of life in modern society. Almost every element of society is caught up in the process as a source of pressure for change, as an object of the pressure for change, or both. In the previous lesson it was stated that every society has sought to do "good" and avoid "evil." Modern society tends to equate change with progress. Most elements in society hold progress to be "good." Conversely, anything that interferes with progress is considered to be "evil." Therefore, anything that interferes with change tends to be considered "evil." This type of logic has caused many individuals and groups in society to become obsessed with the process of change, rather than with the goals of change. Naturally, then, such an obsession causes change to become an end in itself, rather than a means to an end.

Change ought to result from a dissatisfaction with things as they are and from a notion as to how they might be made better. Even the best vocational education programs cannot retain their high rank long without change. A major current emphasis in education is on creativity. As Cribbin suggests in chapter 14, a more realistic program of change centers on innovation; i.e., small incremental improvements, rather than the great strides forward that are implied by creativity. In recent years, earmarked money has been available for limited numbers of innovative, exemplary programs of vocational education. Most of these programs claim to be innovative and therefore rely on minor, but steady changes.

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*Optional for this lesson, but highly recommended.

Leaders must be able to cope with peer pressure and organizational constraints in dealing with change. It is generally easier to conduct business as usual, as opposed to instituting change, which requires effort and readjustment. Organizations and peers are often unwilling to make adjustments and thus they resist change, insuring its failure before it has had a real chance to succeed. An alternative situation is where the pressure is for change, Change, CHANGE! In this environment, no one gets a chance to become comfortable with anything. Under such a system, there is no commitment to the development of a given idea or program, only to their replacement with another idea or program that is more "creative." Somewhere between these two extremes is a happy medium that is suitable for the types of programs which characterize real progress in vocational education.

One of the major assumptions upon which this lesson and the entire course is based is that beneficial change in vocational education is both necessary and desirable. Change is necessary because the sectors of society that are the most directly served by vocational education have been expanding and changing. When viewed from a local perspective, change in vocational education may appear to be confined simply to the addition of one or two new "areas" in the local program and to several isolated revisions which modernize some of the existing program areas. Generally, changes on this level are closely related to changes in personnel, to changes in the composition and needs of the student population being served or to changes in the local community.

When viewed from a state-wide or national perspective, vocational education ought to appear more dynamic and more responsive than if it were viewed at the local level. This is because changes at the state and national level represent the cumulative effect of all the small incremental changes that have taken place at the local program and classroom levels. In fact, however, changes at the national level, and at most state levels seem to be less than dynamic. This reflects the fact that in many local programs little or no change is occuring and in others some of the changes that have been made are counter-productive. If either of these situations exists in your locality, we hope that the effects of this course will, themselves, represent beneficial change.

In order that change at the state and national levels be orderly and in an appropriate direction, mechanisms have developed to shape the types of changes that are made at each level of vocational education. The national plan for vocational education, in the form of legislation and administrative rules, sets the limits within which the states must operate, if they are to receive federal funds for their efforts. Within this broad framework, each state develops a state plan for the administration of its vocational education programs. The efforts of certain of the programs in each state are funded on the basis of their contribution to the national goals and priorities that have been established, while others are funded on the basis of need for the programs. Administrators of local programs within a state work with their teachers to prepare a plan, showing how their program will contribute to the plan for the state and, thus, to the national plan.

It is clear that planning does take place at all levels of vocational education. The personal one-year and five-year plans for professional growth

and development, that were a part of lesson one, attempted to extend this process to individuals within vocational education. Beneficial change within vocational education can occur at all levels; i.e., national, state, local and individual. Pressure for change can be exerted at each level, or by each level on the other levels of vocational education. The pressure for change from within, or on, any level of vocational education requires leadership, and leadership requires the support of others. Even the most elementary changes in procedures at the classroom level very often require the approval of a department chairman, supervisor or program director.

Beneficial change in vocational education is desirable. There is little question that education has improved its understanding of students, of the learning process and of teaching methodology. Business and industry have made dramatic changes in their procedures as well. It is imperative that vocational education reflect these improvements, if it is to serve the educational needs of individuals and society in the most effective manner. The search for a better way is a continuous process, and ought to involve all vocational educators.

Reading Assignment:

Cribbin: Chapter 14

State Plan: The section on "Annual and Long-Range Goals for the State."

Local Plan: The section on "Annual and Long-Range Goals for the Local Program."

NOTE: The use of the local plan in this lesson is optional, but highly recommended.

Developmental Exercises:

1. Identify what you believe to be the most significant change that will be taking place in vocational education in your state in the next five years. How will your particular vocational education program, and you as an individual be contributing to this change?

2. Identify three strategies that you might use in pressing for change of the plans at the national, state and/or local level. You may slant all thr strategies towards a single level or mix levels in anyway you like.

3. How might the one-year and five-year personal plans you developed in lesson one be made into an extension of the national, state and local plans? Would this be advisable? Why and why not?

4. Identify two ways in which attaining the goals set forth in your personal plans for professional growth and development will contribute to the attainment of the goals established in the state or local plans for vocational education with which you are associated.

5. Assume that the goals of your local one and five year plan will be achieved. Identify two ways in which the changed institutional setting will contribute to the attainment of the goals specified in your one and five year personal development plan. (Use state plan goals if you have been unable to study local goals).

6. Briefly comment on the usefulness of the state and local plans in completing this assignment.

Reading Notes

Chapter 14: The Manager-Leader: Catalyst for Change

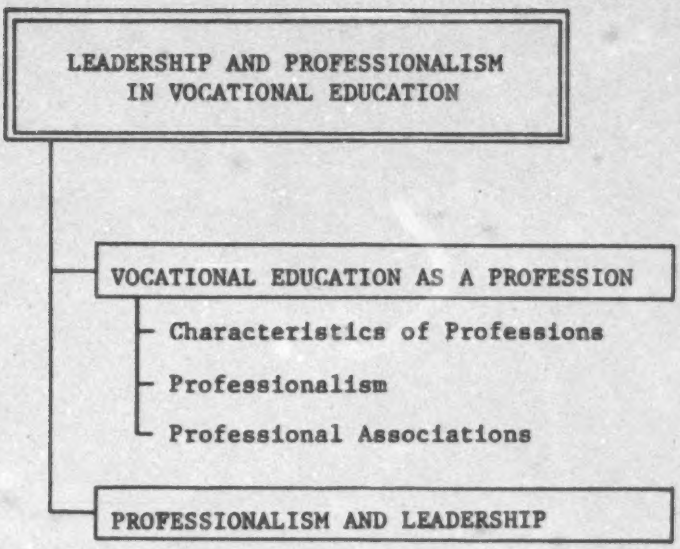
Introduction: Future programs of vocational education will differ greatly from those of the past, and will be somewhat different from those of the present. Vocational education leadership must look to the future and keep pace with change.

Performance, creativity and innovation: Creativity has been a major focus in education in the recent past. Creativity is the ability to develop brilliant ideas, or make major breakthroughs. In contrast, innovation is an act of small incremental improvement. The aim of both is to provide newer, better solutions to old problems. Within vocational education we must continue to be dissatisfied with the good enough, and must want to make things better. While creativity is a worthwhile aim, innovation is usually a much more realistic approach to the needed improvements in vocational education. Innovative vocational education programs are most often found where the philosophy and environment are supportive, and where improvement is encouraged and rewarded. A simple strategy for encouraging innovation in vocational education is to utilize the four resources all professionals in the field can make available; time, thought, talent and behavior. Innovation is more a matter of attitude than technique, however, training and encouragement are very helpful. Most vocational educators get great satisfaction from the challenge to contribute. Over-specialization and peer pressure can inhibit innovation. In many programs, the innovator is admired in theory only, in practice he is a pain in some part of the anatomy.

Organizational Change: Change is a way of life in most parts of vocational education. Vocational educators, like most professionals, have a primary allegiance to their career, with a secondary allegiance to a particular program in vocational education or to the profession itself. Effective management, leadership and change within vocational education must take personal priorities into account. Change will be more satisfying and effective if the goals of the profession, program and individual are in close alignment. Additionally, a change in one part of vocational education will influence and require adjustments in other sectors as well. Change should be orderly and planned.

Suggestions: Vocational educators should not rush heedlessly into change. Rather, they ought to consider the probability that a change will be beneficial, and if it is, structure the change so as to build on existing strengths within the current system. There is no substitute for careful planning. It is essential that changes be based on predetermined goals. The involvement, acceptance and commitment of individuals at all stages in the process is an essential means of obtaining support for change. In planning for change, vocational education leaders ought to anticipate and plan for both rational and irrational resistance. They ought to be prepared with alternative strategies in the event that a particular course of action is blocked. The process of change should be monitored and evaluated closely, providing enough time for a given change to prove itself. Effective leaders should attempt to think of the "one thing more."

LESSON EIGHT



LESSON EIGHT

Special Materials: The November 1971 and October 1972 issues of the American Vocational Journal.

Objectives: Upon the completion of this lesson you should be able to:

...identify three ways in which professionalism can contribute to the leadership in your vocational program.

...suggest several ways in which professionalism can be encouraged in your program.

...describe the professional and leadership responsibilities you have as a vocational educator.

Overview:

In this lesson, the concept of professionalism will be discussed, particularly as it relates to leadership. Although the two terms are treated in the vocational education literature as if they were virtually synonymous, focusing on their differences will be helpful in the understanding of the contributions that each can make to the more effective practice of vocational education. It should be noted that professionalism has been a part of this course from the very beginning, and the personal one-year and five-year plans for professional growth and involvement have been used throughout the course to interrelate these two concepts.

A great amount of effort has gone into the search for a set of characteristics that would distinguish professional occupations from non-professional occupations. Although most sets of criteria have unique features, there is general agreement that the following items are characteristic of most professions:

A profession is an occupation that...

...applies an intellectual, specialized body of knowledge that is well understood only by practitioners of that occupation.

...has a prolonged, specialized program of training to prepare individuals to practice the occupation.

...focuses on the service being rendered to society, rather than on the remuneration (usually in the form of a fee or salary) received.

...has a large degree of autonomy and control in the practice and governance of the occupation.

> ...has a strong association of practitioners which participates in the establishment of; 1) the regulations that govern the occupations, 2) the qualifications of practitioners, and 3) the code of ethics to which practitioners subscribe. Occupational associations are used to protect practitioners, to secure rights for and from the public (clients) and to raise or maintain the status of the occupation.

Upon careful examination of this list of criteria, it should be clear that few, if any, occupations would qualify as a profession if they were required rigorously to meet all of these characteristics. Education in general, and vocational education in particular, does not fare well on several of the criteria that were specified. Education has been considered a profession because of its close academic and content ties to other professions, and its role in the preparation of members of other professions. It has long been recognized that education falls short of the ideal of what a profession should be, but it is expected that it will achieve that ideal at some point in time. Vocational education should strive to keep pace with the professional developments in education, especially if it is to provide its share of the leadership that is needed in the career and community education movements.

It is abundantly clear, to even the not-so-careful observer, that not everyone in a given occupation has the same responsibilities or duties. This raises a question as to whether a person who is practicing a profession is necessarily to be considered a professional. In the Taft-Hartley Act of 1947, Congress attempted to define, by law, what constitutes a professional employee. According to their definition a professional employee is:

> "(a) Any employee engaged in work (i) predominantly intellectual and varied in character as opposed to routine mental, manual, mechanical, or physical work; (ii) involving the consistent exercise of discretion and judgment in its performance; (iii) of such a character that the output produced or the result accomplished cannot be standardized in relation to a given period of time; (iv) requiring knowledge of an advanced type in a field of science or learning customarily acquired by a prolonged course of specialized intellectual instruction and study in an institution of higher learning or a hospital, as distinguished from a general academic education or from an apprenticeship or from training in the performance of routine mental, manual, or physical processes; or
> (b) any employee, who (i) has completed the courses of specialized intellectual instruction and study described in clause (iv) of paragraph (a), and (ii) is performing related work under the supervision of a professional person to qualify himself to become a professional employee as defined in paragraph (a)."

The purpose for identifying professional employees in this Act was to provide them with separate rights in collective negotiation. It is clear from the criteria that the intention was to include only legal, medical, engineering and scientific and similar personnel. However, the intended distinctions are not clear-cut. In recent years, the National Labor Relations Board has tended to classify professional employees on the basis of the work they do, rather than on the basis of their individual preparation, background, or experience. Using the work that one does as the basis for determining an individual's professionalism raises some interesting issues. It means that some engineers are professionals and some are not, just as some vocational educators are professionals and some are not.

Although there is disagreement on the exact elements that must be present in an occupation for it to qualify as a profession, or for its practitioners to be considered professional employees, there is general agreement that a strong professional association of practitioners is essential. The usual role of the professional association is to pass upon the qualifications of individuals seeking membership, specify appropriate training and to protect practitioners from the incursions of other associations, the public or the government. Usually, a further central concern is to see that the "public interest" is protected and served. It is not difficult to see the benefits that can accrue to the members of a profession if their association achieves such control.

Aside from governance, professional associations serve a number of other useful functions. They encourage continuing study and the exchange of ideas, stimulate research, foster publications, act in an advisory capacity to private and public bodies, and expend great effort in the task of raising and maintaining the status of the occupation. Professional associations develop out of the professional conscieousness of a few leaders in an occupation, and have as their major task the development of a professional awareness among other practitioners. A positive response on the part of the practitioner to this professional awareness is termed "professionalism."

Professionalism, goes beyond the mere performance of the responsibilities associated with a given position. Professionalism requires that the practitioner be committed to, and take pride in his occupation. One of the most frustrating problems confronting those who would lead in vocational education is the lack of pride and commitment that many of their colleagues (those they seek to lead), have to vocational education. Labeling such lack of commitment as "unprofessional" is an oversimplification, if not outright misinterpretation of the issue. Professionalism is not something that one practitioner has and another lacks. Rather, professionalism exists, in some degree, in all practitioners.

There are two principal ways of determining an individual's level of professionalism. First we can compare how the individual performs, on the criteria specified, with regard to other members of the same occupation. Using this measure, it is possible to identify individuals who fall short of minimum acceptable standards. One may, then either work to bring them up to an acceptable standard or expel them from the occupation (i.e., if professionalism is considered to be important to the occupation). A second way to measure professionalism is to compare typical individuals within one occupation to

typical individuals in some other occupation. Using this standard, vocational educators may be less professional than physicians, lawyers and scientists, but more professional than the practitioners in the occupations from which vocational educators usually are recruited.

Most vocational educators would agree that increased professionalism is a desirable goal for the profession. The question then becomes one of how to achieve such a goal. There is little question that the preservice and inservice preparation of vocational educators will need to focus more clearly on this issue. Too often in the past it has been assumed that new recruits knew what was expected of them professionally when they entered vocational education. The current concern over professionalism in vocational education is witness to the fact that this has been a faulty assumption. Certification and degree requirements are "clearly" spelled out, but do not generally include a realistic indoctrination in the professional responsibilities of the individual beyond his or her job assignment.

In fact, the emphasis in vocational education has encouraged practitioners to identify as closely as possible with individuals who are working in the occupation for which the vocational educator is preparing students. Maintaining a high degree of occupational currency and competence requires such ties, but it retards the identification of the individual with other educators and vocational educators. It has been noted that vocational educators who fail to maintain a strong occupational identity end up as coordinators, administrators, etc. Is this cause or effect? Or is it rather that those vocational educators who develop strong ties as well with other educators and vocational educators become administrators and coordinators, and in the process lose close ties with their former, nonteaching occupation?

It is at this point that leadership and professionalism merge. The types of activities outlined in this course as areas of concern for individuals interested in developing their leadership potential are all areas of professional concern as well. In fact, the differences between leadership and professionalism are subtle, but worth exploring. The most important difference is that leadership implies an activity in which an individual becomes involved, while professionalism speaks to the quality of an action. Linking the two terms together into professional leadership is in no way redundant, but speaks of a quality of leadership that is both desirable and necessary.

Another important difference between the two terms is that leadership is a response an individual makes in a given situation. On the one hand, as leadership has been defined in this course, a person who is playing a leadership role could be involved in the actual directing of the group, or simply could be providing support for those responsible for the leadership in that situation. On the other hand, professionalism would imply that an individual ought to become involved in situations and activities that are of concern to her or his profession, particularly as they relate to one's specific position in vocational education. Additionally, while an individual's leadership behavior may change from one situation to the next, professionalism is a constant across all situations since it is a quality or perspective which one carries into every phase of the occupation.

The qualities of professionalism and the potential for leadership exist in all vocational educators. Both represent resources that need to be tapped in greater amounts if vocational education is to achieve the worthwhile goals that it has established for itself.

Reading Assignment:

Barlow, M. L., Professional Development in Vocational Teacher Education. American Vocational Journal, 1971, 48(8), 28-31.

Barlow, M. L., Our Professional Heritage: The Challenge Hasn't Changed. American Vocational Journal, 1972, 47(7), 26-27.

Evans, R. N., The Professionalism of AVA: Are We Running A Loose Ship? American Vocational Journal, 1972, 47(7), 22-23.

Nichols, M., Who Will Walk The Second Mile: A Call for State Leadership. American Vocational Journal, 1972, 47(7), 24.

Welsh, B. W., Camouflage and Professionalism Don't Mix: Observations from the Local Level. American Vocational Journal, 1972, 47(7), 25.

Developmental Exercises:

1. Identify three ways in which an increased emphasis on professionalism could contribute to the leadership of your vocational program.

2. Describe two professional responsibilities or obligations that you have that go beyond what usually is expected of a person in your position. How is leadership involved in these responsibilities?

3. Briefly describe what you believe to be the most important reasons why less than 25% of all vocational educators belong to the American Vocational Association. Should they be encouraged to join? Why or why not? Should every vocational educator belong to some professional organization other than AVA? Why or why not?

4. Make any revisions you deem appropriate in your personal one-year and five-year plans for professional growth and development and submit them with this lesson. Why did you make these revisions? Or, on what basis did you decide that none are needed at present?

NOTE: If you have not already made arrangements with your instructor for satisfying the final examination requirement, you may want to make your choice of options known to him at this time.

APPENDIX H

FINAL EXAMINATION RATING FORM

Final Examination

Name _____

Grading Summary

No. _____

	Question Number					
	___	___	___	___	___	___
Response to the questions asked						
a) Definitive answer	4	4	4	4	4	4
b) Indirect or partial answer	3	3	3	3	3	3
c) Answer does not address itself to the question asked	2	2	2	2	2	2
The understanding of the concept, as indicated by the response to the question is...						
a) Well above average	7	7	7	7	7	7
b) Above average	6	6	6	6	6	6
c) Average	5	5	5	5	5	5
d) Below average	4	4	4	4	4	4
e) Well below average	3	3	3	3	3	3
Application of the concept						
a) Well above average application	5	5	5	5	5	5
b) Above average application	4	4	4	4	4	4
c) Average application	3	3	3	3	3	3
d) Below average application	2	2	2	2	2	2
e) Well below average application	1	1	1	1	1	1

Overall evaluation of the examination

a) Well written, concise, clear	4
b) Incomplete or incomprehensible at times; but otherwise well done	3
c) Choppy, incomplete but communicates ideas to a limited extent	2
d) Examination responses are weak and incomprehensible	1

Examination Score_____
Examination Grade_____
Course Grade _____

APPENDIX I

FOLLOW-UP STUDY FORM

1. Cover Letter

2. Form

Printed on Correspondence Courses Office letterhead
University of Illinois
Champaign, Illinois

Dear Participant:

The purpose of this letter is to inform you of the current status of this project, and your position within it. Our records indicate that you are still enrolled in VOTEC x349, Leadership Development in Vocational Education. The nature of the funding for this project makes it impossible for us to pay for any instructional services after July 15, 1973. At that time, individuals who have not completed the course will have to pay the $44 course fee to cover the cost of instruction. The following options are open to you:

1. Complete all eight lessons by July 15, 1973. If you have not begun submitting lessons as of the date of this letter, or have only submitted a few lessons, you will need to consider one of the following options.
2. You can pay the $44 course fee and complete the course at your own pace. You have up to one year from the original date of enrollment in which to complete the course. I might add that this still represents a real educational bargain, due to the fact that you already have the instructional materials.
3. You may officially withdraw from the course.

I have included with this letter a form on which I would like you to indicate how you anticipate terminating your participation in this project. I would appreciate your filling out the questions that are on the form that you are to return. We will be able to award graduate credit to individuals who are eligible for such credit and who start submitting lessons prior to August 30, 1973 and complete within the one year time limit as outlined above.

I've appreciated the interest that you've shown in this project by submitting an enrollment form. Any additional comments or information that you could provide us regarding the materials that were sent you would be most helpful to us as we go through and revise this program. I look forward to hearing from you, and should you decide to continue your participation in this project, to working with you in the near future.

Sincerely,

Wayne N. Lockwood
EPDA Fellow
Vocational and Technical
Education

WNL:pab
Enclosure

Participant Status Form

VOTEC x349

Purpose of the form: By filling out this form and responding to the questions, you will be providing us with information that will be of assistance in improving this program and bringing this project its conclusion. Your interest in this project is greatly appreciated!

Please add your comments to any of the questions below if you desire to do so. Use the back of this sheet if necessary.

1. What was the basis of your decision to enroll in this course? (Circle any that apply)

   (a) The introductory material seemed attractive.
   (b) The price was right
   (c) I could use the credit:

      (i) for salary purposes.
      (ii) for certification purposes.
      (iii) for degree purposes
      (iv) other (describe).

   (d) I liked the idea of independent study.
   (e) Other.

2. Would you have more actively pursued this course had you been assured of graduate credit at the time of your enrollment? (Circle one)

   Yes No Undecided I am not eligible for such credit

3. What do you see as the major factor in your not more actively taking advantage of this opportunity?

Please indicate how you would like to terminate your participation in this project. (Check one)

____I will attempt to complete all the lessons by July 15, 1973.

____I will pay the $44 course fee and continue the course at my own pace (a fee slip has been included for your convenience).

____I would like to officially withdraw from VOTEC x349.

Thank you for your cooperation!

VITA

Mr. Wayne Nelson Lockwood, Jr. was born in Fort Wayne, Indiana, November 1, 1941. He attended public elementary schools and graduated from Fort Wayne Central High School in 1959. In the fall of 1959, Mr. Lockwood entered Purdue University, West Lafayette, Indiana and graduated in June, 1964, with a Bachelor of Science in Industrial Education degree.

In June, 1964, Mr. Lockwood entered the Graduate School at Purdue University to begin work leading to a master's degree. The following fall, September, 1964, he accepted a one semester appointment as an Instructor in the Engineering Graphics Department of Purdue University. In January, 1965, he received an appointment in the Industrial Education Department of Purdue University as a Graduate Assistant. Mr. Lockwood spent the 1965-66 school year teaching industrial arts at Thomas Jefferson Junior High School in Valparaiso, Indiana. In September, 1966, he returned to the faculty of Purdue University, as an Instructor in the Engineering Graphics Department. In June, 1967, he completed the requirements for the Master of Science in Industrial Education degree.

In the fall of 1967, Mr. Lockwood accepted a position as an Assistant Professor II in Department of Industrial Education and Technology, Trenton State College, Trenton, New Jersey. During the two years spent in New Jersey he was appointed to the Board of Directors of the Delaware Valley Design and Drafting Council, was a participant in an NDEA Computer Graphics Institute at Illinois State University in the summer of 1968, and was Director of a Computer Graphics Institute at Trenton State College in the summer of 1969.

In September, 1969, Mr. Lockwood accepted an appointment to the faculty of the Industrial Technology Department at Illinois State University and has remained at that position except for a one year leave of absence, during which

he held an EPDA Fellowship in Vocational Education at the University of Illinois.